

ENGLISH LANGUAGE

Senior 6

Student's Book

Kigali, January 2019

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FOREWORD

Dear student,

Rwanda Education Board is honored to present Senior Six English Student Book which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the senior six english content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and competences you acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that, facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, whose role is central to the success of the learning, you will gain appropriate skills and be able to apply what you have learnt in real life situations. Hence, enabling you to develop certain values and attitudes allowing you to make a difference not only to your own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In the regard of competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages you in doing things and thinking about the things you are doing and you are encouraged to bring your own real experiences and knowledge into the learning processes. In view of this, for the efficiency use of this textbook, your role is to:

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other learners through presentations, discussions, group work and other active learning techniques

such as role play, case studies, investigation and research in the library, on internet or outside;

- Participate and take responsibility for your own learning;
- Carry out research/investigation by consulting printed/online documents and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;
- Draw conclusions based on the findings from the learning activities.
- Etc

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. NDAYAMBAJE Irénée

Director General, REB

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Joan MURUNGI,

Head of Department CTRLR

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UNIT 1

RWANDA AND THE REGION: GEOLOGY

UNIT 1: RWANDA AND THE REGION: GEOLOGY

Key unit competence:

Language use in the context of Geology of Rwanda and the region.

Introductory Activity:

Observing and interpreting pictures



Fig 1: Rwandan mountains and valleys



Fig 2: Rwanda location in Africa

After observing the above pictures, carry out the following tasks

1. Rwanda has a lot of mountains and valleys. Discuss the theories on how they were formed. Use the Passive Voice with Present Simple and adverbial clauses of time in your answers.
2. Discuss the consequences of volcanic eruption on agriculture and tourism. Use adverbial clauses of time in your answers.
3. Narrate any geological event you have ever witnessed or heard of.
4. Look at the map in Fig.2 above and identify the location of Rwanda in Africa.
5. Write two paragraphs explaining the compass location of Rwanda in terms of its borders with neighbouring countries.

1.1. Describing Maps

1.1.1. Reading and Writing

Reading Comprehension: Location of Rwanda

Rwanda is a mountainous landlocked country located in central eastern Africa. It covers 24,668 square kilometres of land and 1,670 square kilometres of water. The capital city of Rwanda is called Kigali where all the ministries and headquarters of big institutions are found. In the west it is bordered by the Democratic Republic of Congo, Uganda in the north, Tanzania in the east, and Burundi in the south. Rwanda's

latitude and longitude is 2° 00' S and 30° 00' E respectively. Kigali, the capital, is located within 1° 57' S and 30° 04' E latitude and longitude.

When tourists come to Rwanda, they can visit different tourist destinations, among which are jungles, savannahs, volcanoes, lakes, and forests. People like visiting Rwanda for different reasons but mountain gorilla population is popularly perceived as the key reason for many tourists to visit Rwanda. The Volcanoes National Park is the only place where tourists can see these mountain gorillas.

Besides mountain gorillas, tourists can also visit chimpanzees and monkeys in Nyungwe National Park. People who visit Nyungwe National Park can also enjoy watching more than 300 different bird species.

A significant portion of Rwanda's economy is based on mineral extraction. Rwanda is the foremost producer of tungsten in Africa, producing 70% of Africa's total output. Rwanda is Africa's second highest producer of tin and coltan, accounting for 20% and 30% of the country's output, respectively. Rwanda also produces 9% of the world's tantalum and gemstones. Even though a substantial portion of the country's economy is based on mineral extraction, Rwanda has in the past shut down mineral extraction due to environmental concerns.

Read the above text and using complete sentences, answer the questions below:

1. Tell where Rwanda is located pointing out latitude and longitude degrees.
2. Name different attractive tourist destinations of Rwanda.
3. Which is the most attractive tourist destination in Rwanda and why?
4. Point out any other three tourist destinations that are not mentioned in the text.
5. Discuss the contribution of tourism industry to the economy verse other economic activities in Rwanda.

1.1.1.1. Writing: Aspects of a Composition

When we write, our objective is to communicate with the reader. Your composition should therefore convey a clear message to the readers. Any piece of composition is made of three main parts:

a. Introduction

An introduction is always intended to draw the reader's attention to the whole composition. It could begin with a general statement or question, sometimes called the "thesis statement" or "thesis question." This should be followed by a summarised presentation of the main point with which to develop the body of the composition. The introduction should also set the stage for the writer to guide the reader into the

gist of the topic. An introduction should be concluded with a transition sentence that leads the reader into the body of the composition.

b. Body (Argument)

The body of a written piece is where one elaborates, defends, and expands the main points stated in the introduction. The body should support the main argument with supporting evidence or examples to illustrate the point.

The body of the composition is always made of different paragraphs based on the number of points making the topic. Each topic takes an independent paragraph. As one makes or argues a case, it is better to ensure that the strongest point is presented as early as possible.

c. Conclusion

A conclusion is normally a single and concise paragraph in which a final appeal to the reader is made. It is a finishing, all-encompassing statement that wraps up the whole presentation in a powerful statement. The writer is expected to express his or her final opinion on the matter discussed. The purpose of the conclusion is to leave the reader with an idea or thought that captures the essence of the body while provoking further reflection and consideration

1.1.1.2. Techniques of writing a good paragraph

- A paragraph is normally a body of sentences developing one main point. Thus, each sentence of the paragraph should explain more on the main point. They shouldn't raise a different point.
- Every paragraph should have a topic sentence. A topic sentence gives the main idea of a paragraph. It usually occurs as the first sentence of the paragraph.
- Every sentence in a paragraph must be grammatically correct.
- After explanatory sentences which give details about the main topic, there is always need to have a closing sentence. This should sum up the topic in the paragraph.
- A good paragraph must focus on the main idea, presented logically and should have a sense of coherence and completeness.

For example

Rwanda has a temperate tropical climate. It has four seasons, two of them being wet and the others hot. The hot seasons always alternate with the cold ones. This makes it conducive for agricultural production throughout the year.

1.1.2. Application Activities

- I. Write a short paragraph explaining the relationship between latitude and longitude, and time and climate.
- II. Suppose that you won a competition and as a reward you are allowed to visit a tourist destination of your choice. Write a short composition of around 200 words specifying your choice and expectations during the tour.
- III. Write a 300 word composition explaining what would happen if all Rwanda National Parks were given to farmers.

1.1.3. Listening and Speaking: Debating Techniques

1.1.3.1. Definition of a Debate

A debate is a structured contest in form of oral arguments about an issue or a topic. A formal debate involves two teams expressing their arguments on the topic. Normally, there is a team which proposes or argues in support of the topic while the second team is on the opposition side. Each team consists of two or more main speakers.

Such a debate is always governed by a number of rules, as explained below:

- Each team is expected to advance two or three arguments, and two to three rebuttal speeches. The proposing team gives its argument first, followed by the rebuttals from the opposing team. There is always a winding up speech or summarised argument by a selected member of each team.
- The first speaker on each side is supposed to define the key words or terms of the motion as the basis of advancing his or her points.
- If the opposing side challenges the correctness of a definition advanced by the proposer, the opposing team provides its view on the matter.
- Each team of the class debate must advocate or argue in support of his or her view on the topic.
- In order to establish an assertion, a team must support its arguments with enough evidence and logic to convince the judges. Facts must be accurate. Visual materials are permissible to convince the judges.
- In case of a query, the question should be clear and relevant to the motion of the debate.

- As a matter of procedure, each speaker is expected to respond to questions as soon as he or she concludes his or her presentation speech. The speaker concerned may respond to the question personally, although any other member of his or her team can come in to assist.
- If anyone, whether in the audience or among the main speakers, feels unconvinced by a speaker's argument, he or she is at liberty to interrupt the speaker by raising a point of information. However, the chairman of the debate is also at liberty to either permit or object to the point of interruption.
- The decision about the winning side will be entirely based on the arguments made and points awarded by a team of juries or judges.

Adapted from George H.W. Wilson (1957) Competitive Debate: Rules and Techniques, New York: McCoy Musgrave <http://homepage.ntu.edu.tw/~karchung/debate1.htm> retrieved on March 20th, 2018

1.1.3.2. Important Prerequisites and Tasks for a Debate

Team members should:

- Research on the topic and prepare logical arguments.
- Gather supporting evidence and examples to back their arguments.
- Anticipate counter arguments and prepare rebuttals or responses.
- Plan the order and ideas or points with which to argue and support their points of view.

1.1.4 Application Activity

Class Debate

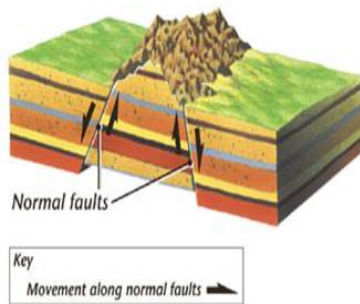
Motion: "Farmers should be allowed to grow crops in national parks"

1.2. Describing Geological Features

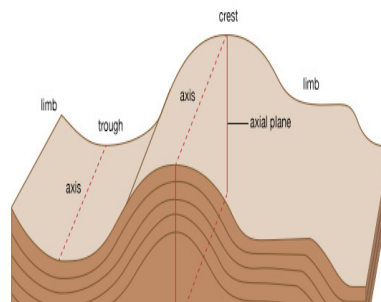
1.2.1. Reading and Writing: Exploring images and dialogues

1.2.1.1. Observing and Discussing Images

Study the following images and discuss what is expressed in each of them. Information provided in the dialogue below can help you.



A



B

1.2.1.2. Reading Comprehension: A dialogue

Kamali: Hello, Kayitesi

Kayitesi: Hello, Kamali.

Kamali: I am curious about what I heard students of senior two discussing.

Kayitesi: About which subject?

Kamali: Geography.

Kayitesi: You are lucky! I may help you understand since I am in senior six MEG. What were they talking about?

Kamali: I don't know whether it is true, but one of them was saying that mountains were not originally there. He said, if I remember well there is a kind of magic force that creates them.

Kayitesi: No, it's not magic. Normally, mountains and valleys are formed by the process of faulting and folding.

Kamali: What is faulting?

Kayitesi: Faulting refers to the fracturing or cracking of the crystal rocks caused by tectonic forces of compression and tension that operate in the earth's crust. For

example, block mountains and rift valleys are formed by faulting.

Kamali: Could you explain more? I am not getting it.

Kayitesi: Have you ever heard of "earth crust"?

Kamali: Yes, my friend who is in senior five told me that it is the solid outermost part of the earth which consists of rocks that make up the continents and bed of oceans.

Kayitesi: Right. Now I think that you will understand. In brief, faulting is an internal process in which the earth's crust is fractured and rocks get displaced. This happens as a result of compression and tension. You can borrow Geography books of senior two and see the figures.

Kamali: Now I think that I am getting it. Tell me more about those block mountains and rift valleys.

Kayitesi: Block mountains are created when compressional forces produce parallel faults and the middle block between the faults is lifted due to further compression. And remember, a fault is a fracture along which movement occurs.

Kamali: Do you mean that a block mountain is formed when the land is pushed upwards by compression and tension?

Kayitesi: You have got it.

Kamali: Can't that faulting cause natural calamities?

Kayitesi: Yes, you are right. When the movement caused by tensional forces occurs rapidly. This can cause the earth to shake and vibrate thus resulting into earthquakes.

Kamali: Can you give me an example of a block mountain?

Kayitesi: Yes, examples of block mountains include the Rwenzori (Uganda), Usambara (North Eastern Tanzania), Nyiru and Ndotoi ranges between Mt. Kenya and Lake Turkana in Kenya.

Kamali: Now tell me about folding.

Kayitesi: Folding happens when two pieces of a tectonic plate come together and push against each other.

Kamali: And how does it result into a mountain?

Kayitesi: When those two pieces of tectonic plates push against each other as a result of compressional forces, rocks bend slowly over a long period of time and form folds which are called mountains.

Kamali: Can you explain a bit further?

Kayitesi: Take a piece of paper and place it on the table.

Kamali: Let me look for a paper.

Kayitesi: Now push the ends of the paper together. Don't you see that the paper is getting a big bulge in the middle?

Kamali: Yeah

Kayitesi: That bulge is like the folding that happens on Earth. You have got ripples in the surface. These high points of the ripples are called anticlines. These low points of the ripples are synclines.

Kamali: This is amazing. I think that now I can let you go to the library. Thank you very much.

Kayitesi: See you.

Read the above conversation and answer questions that follow:

1. On the basis of the above dialogue, explain how tensional forces can cause an earthquake.
2. Giving examples, explain what is meant by the term block mountains. How are they formed?

1.2.2. Application Activities

- I. Match each phrase in column A with the corresponding phrase in column B to make meaningful sentences

A	B
When the lava cools	After an eruption has occurred.
When the land is pushed upwards	The company will be allowed to start mining activities.
Sometimes the vent is blocked by magma	Everybody will benefit from it .
Deforestation occurs	It hardens to form rocks.
Once the ministry of natural resources finishes preliminary inspections	Before it is too late
When a volcano erupts	You must get a permit from the sector agronomist.
When pressure acts on the rock from each side	It releases lava.
Once this river is cleaned	When a forest or stand of trees is cleared.
We should protect our environment	It forms a block mountain.
Before cutting trees	Folding occurs.

- II. Study the crossword puzzle below and identify vocabulary related to Geology. The word "MAGMA" which is coloured blue is an example of such words.

A	F	T	N	H	B	C	G
F	L	O	O	D	S	N	M
Z	A	X	L	M	I	L	A
W	F	U	K	D	H	A	G
V	A	L	L	E	Y	V	M
A	D	O	N	T	A	A	A
L	F	T	F	M	I	R	Z
L	V	O	L	C	A	N	O
E	G	J	I	K	S	U	G

- III. Using the information from the dialogue on page 15, pointing out possible national disasters that may arise, compose two paragraphs explaining how folding and faulting can lead to natural calamities.
- IV. Write a 300 word composition describing a tourist destination of your choice. Use adverbial clauses of time and place in your composition, showing the importance of tourism on the economy of the country.

1.2.3. Definition and Characteristics of a Piece of Discourse

Before doing the activity above, read the following notes on how to construct a descriptive piece of discourse.

a. The definition of a descriptive piece of discourse

Descriptive discourse is an art of portraying the appearance or features of a place, event, person, objects etc. in the reader's mind so that he/she gets a clear view of what is being said.

b. The characteristics of descriptive discourse

- A good descriptive piece of work whether oral or written, includes vivid sensory details that paint a picture. It should appeal to all the reader's senses of sight, hearing, touch, smell and taste.
- A good descriptive discourse often makes use of figurative language such as analogies, similes and metaphors to help the writer make his or her message clear.
- A good descriptive discourse uses active verbs and clear adjectives to give the reader a clear understanding and view of what the writer says.
- By choosing vivid details and colourful words, good writers bring objects, people and places into their readers' minds and make them see what they saw or felt themselves. To achieve this, the writers use descriptive words.

c. Some adjectives you can use to describe things, places and people.

For example:

City: active, bustling, noisy, busy, clean, dirty, windy,

Traffic: loud, congested, snarled,

Buildings: old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat,

Buildings (walls): brick, stone, marble, glass, steel, graffiti-covered,

Monuments or statues: stone, copper, carved, ancient, moss-covered, faded, green, bronze,

A sidewalk: concrete, cement, slick, cracked, tidy, littered, swept,

Paint: fresh, weathered, peeling,

Buses or cars: speeding, honking, screeching,

People: smiling, frowning, eager, rushed, courageous, compassionate, ambitious, affectionate adventurous, etc.

The sentences below can give an idea of how to describe a forest:

1. The forest was nut-brown. (Colour)
2. The twigs were crunching under my feet. (Sound)
3. The trees were the towers of the forest. (Metaphor)
4. I heard a wildcat slinking away. (Animal sounds)
5. The morning stars shone like silver petals. (The stars)
6. Nuts were scattered on the floor of the forest. (Forest edibles)
7. We took the leaf-carpeted path home. (Other images)
8. The beauty of the forest comforted our hearts. (Sensation)
9. The smell of the forest was pulpy. (Smell)
10. We picked some berries and they tasted orchard sweet. (Taste)

For more information, visit: <https://descriptivewriting.wordpress.com/2012/12/01/describing-a-forest/> to learn how you can describe a forest. Retrieved on March 16th, 2018

A good piece of descriptive discourse should be well and logically presented. Below are different ways of presenting a descriptive discourse.

a. Chronological in terms of time

Describing events respecting the chronological order in which they happened, helps the readers visualise what is being described. It is as if they are walking with the author from place to place, and for them, they are not being told but shown through words.

b. Spatial (location)

With a spatial organization of a piece, the reader should be able to step through the threshold and moves forward with the writer in space. This means that whenever

developing a descriptive piece of writing, it is advisable to expand one's own views or points from the central or bottom part upwards into the topmost. It is like adding branches on the stem of a tree.

c. Order of importance

If there is need of developing a paragraph about many items or elements belonging to the same category, it is better to arrange these items or elements in their order of importance. For example, one may decide to begin from the most to the least important. In case of writing about a group of officers of different ranks, one should begin from the topmost to the lowest rank.

Adapted from <https://Writeshop.Com/Choosing-Vocabulary-To-Describe-A-Place/> retrieved on March 16th, 2018

1.2.4. Listening and Speaking: Role-play

Re-read the dialogue on page 18 and role-play it with your desk mate

1.2.5. Language structure

1.2.5.1. Adverbial Clauses of Time

a. Definition

An adverbial clause of time is a dependent clause that shows when something happens. It is generally introduced by adverbs of time such as when, before, after, as, while, until, as soon as, since, no sooner than, as long as etc.

b. Examples of adverbial clauses of time

In the sentences below, adverbial clauses of time are underlined

1. Block Mountains are created when compressional forces produce parallel faults.
2. A block mountain is formed when the land is pushed upwards.
3. When the movement caused by tension and compression forces occurs rapidly, it can cause earthquake.
4. When those two pieces of tectonic plates push against each other , as a result of compressional forces, rocks compress slowly over a long period of time and gradually form folds which are called mountains.

When an adverbial clause of time comes before the main clause, we usually separate them with a comma. Commas are omitted when the adverbial clause of time comes after the main clause.

Example:

- a. Folding takes place whenever two pieces of a tectonic plate come together.
- b. When two pieces of a tectonic plate come together, Folding happens.

When talking about something that is yet to happen in the future, Present Tense is usually used in the adverbial clause of time while the future tense is used in the main clause.

Example:

- a. You will start mining when they give you a permit. (NOT, You will start mining when they will give you a permit.)
- b. I will continue to teach you until you understand the dangers of deforestation. (NOT, I will continue to teach you until you will understand the dangers of deforestation.)

1.2.5.2. Adverbial Clauses of Place**a. Definition**

An adverbial clause of place is a dependent clause that shows the place where something happens. It is generally introduced by adverbs of place such as where and wherever, etc.

b. Examples of adverbial clauses of time

In the sentences below, adverbial clauses of place are underlined.

1. The Volcanoes National Park is the only place where tourists can see these mountain gorillas.
2. The government showed miners where they should conduct their mining activities.
3. Environment activists tell people to protect forests wherever they go.
4. Wherever we wanted to plant trees, the minister supported us.

c. Application Activities

I. Below are examples of two questions (Q) and their corresponding answers (A):

- a. Qs:, a block mountain is formed.
- b. Ans: When the land is pushed upwards, a block mountain is formed.
- c. Qs: A block mountain is formed
- d. Ans: A block mountain is formed when the land is pushed upwards.

Complete the following sentences with your own clauses to form adverbial clauses of place or time.

- 1. The company will be allowed to start mining activities
- 2. folding occurs.
- 3. The magma becomes a rock.....
- 4. deforestation occurs.
- 5. Miners put on masks.....
- 6.people who live nearby it have to evacuate.
- 7. A forest is a place
- 8., everybody will benefit from it.
- 9. We should protect our environment
- 10. Block mountains are created

II. Using adverbial clauses of time, narrate a visit to the Volcanoes National Park.

1.2.5.3. Passive voice with Present Simple Tense

In the dialogue on pages 7-9 you must have come across the following sentences. Study them carefully and identify what is common between their subjects and verbs.

Normally, Mountains and valleys are formed by faulting and folding.

A block mountain is formed when the land is pushed upwards by compression and tension.

You should have noticed that in each of the sentences above, the subject does not perform the action described by the verb. Instead, the subject undergoes the action. In this case the sentence is in Passive Voice.

Notes

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

The easiest way of identifying the Passive Voice is to look for the form of verb “to be + past participle”.

For instance, in the sentence, “The land is pushed upwards, the verb to be is “is” + the past participle of the verb “to push” which is “pushed”

1.2.5.4. Application Activities

- I. Copy the sentences from activity 1 and underline all the verbs used in passive voice.
- II. Re-read the dialogue on page (7-8) and identify at least 5 other sentences that are in the passive voice.
- III. Re-visit the passage on p7 and identify other 4 sentences that are in Passive Voice.

How to form the passive voice with present simple tense

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb changes, it has two parts: the verb “to be” in Present Simple Tense is added as auxiliary and the main verb changes into the past participle.
- The subject of the active sentence comes at the end of the sentence after the preposition “by” or is left out altogether.

The “active voice” is commonly used but in certain situations the passive voice must be used. Such situations are:

- a. When we want to draw the attention of the receiver rather than the performer of the action.

Example

The local newspapers confirmed that the ranger who was killed by a buffalo had left his gun in the car.

- b. When we want to show the receiver of an action but the performer is unknown or not important.

Example

The forest was burnt just some minutes after the authorities had declared that all the forests are highly protected.

- c. When writing scientific, technical or laboratory reports, where the process being described is more important than anything else.

Example

Learn what happens when two compounds are mixed together in aqueous solution.

1.2.5.5. Application Activity

Change the following sentences into Passive Voice. You can leave out the phrase by+ noun/pronoun if you think it is not necessary:

1. Tensional forces lift the middle block between the faults.
2. Compression and tension forces push the land upwards to form a block mountain.
3. Teachers push the ends of the paper together to show students how folding looks like.
4. Tourists visit Rwanda for different reasons but Volcanoes National park is the most important one.
5. We call the capital city of Rwanda Kigali.
6. Volcanic eruptions kill hundreds of people when not evacuated on time.
7. People believe mountain gorilla population is the key reason for many tourists to visit Rwanda.
8. Farmers cut down a lot of trees and burn them in a process known as slash and burn agriculture.
9. People plant trees each year but the total number of them still equals a tiny fraction of the earth's forest.
10. Volcanic eruptions exterminate many people because no one knows when they can erupt.

1.3. Describing Lakes and Rivers

1.3.1. Listening and Speaking : Question and answer

Carefully listen as your teacher reads a short text. You're expected to answer questions on the text. You can also ask questions for more clarification.

1.3.2. Reading and Writing

1.3.2.1. Application Activity

1. Write a 200 word composition detailing the economic value of rivers and lakes in Rwanda.
2. Copy words in column A in your exercise book and match them with their meanings in column

You can use a dictionary. Don't write in this book.

A	B
1) Landlocked	The position north or south of the equator measured from 0° to 90°
2) Latitude	A natural wide flow of fresh water across the land into the sea, a lake, or another river
3) Longitude	A country surrounded by other countries with no access to the sea
4) Compass	The distance of a place east or west of an imaginary line from the top to the bottom of the Earth, measured in degrees
5) A river	A device used to find the direction which has a freely moving needle that always points to the magnetic north
6) Volcano	The solid outermost part of the earth which consists of rocks that make up the continents and bed of oceans
7) Earth's crust	A mountain with a large circular hole at the top through which lava (= hot liquid rock), gases, steam and dust are or have been forced out

1.3.3. Sounds and Spelling: Stress in Words

Practise reading the words in column A in the above table. You can use the dictionary to check their pronunciation.

The words in column A are read as follows:

A: Words	B: Pronunciation
1. Landlocked	/'lændlɒkt/
2. Latitude	/'lætɪtju:d/
3. Longitude	/'lɒŋɡɪtju:d/
4. Compass	/'kʌmpəs/
5. River	/'rɪvər/
6. Volcano	/'vɒl'keɪnəʊ/
7. Earth's crust	/'ɜ:θs krʌst/

(In British phonetic convention the [r] sound at the end of the word is only voiced if followed by a vowel)

1.4. Describing a Geological Event

1.4.1. Reading for Information

Text 1: Agung erupted and killed more than 1600 people

The last time Bali's Mount Agung erupted 50 years ago, 1,600 people died in lava, mudslides and 1,000oc gas clouds. The huge volcano spewed ash 10km into the air and the superheated gas and debris cloud killed more than 1,000 people when it exploded in 1963. Lava flowed 7km from the summit, missing the island's biggest and most important temple by metres, and a volcanic mudslide killed hundreds more.



More than 1,600 people died and numerous villages were incinerated when Bali's Mount Agung erupted in 1963.

Agung erupted on Tuesday after months of rumbling, but was considered very small, only spewing grey ash and gas 700m above the peak could be seen.

Numerous villages were instantly incinerated when the gas cloud engulfed them, while others were buried under mud or burned by lava.

Pyroclastic flows which are clouds of smoke, ash, and gas heated up to 1,000°C are easily the deadliest effects of volcanic eruptions. They moved incredibly quickly at up to 700km/h giving victims no time to evacuate, and were responsible for most of the 1,600 deaths in the last eruption.

The same effect was what destroyed the city of Pompeii when Mount Vesuvius erupted in 79 AD, killing thousands of Roman townsfolk.

A volcanic mudslide like this one killed hundreds more in the days after the eruption. Indonesian authorities this time set up a 7.5km radius danger zone around Agung with 29,000 people fleeing their homes for disaster shelters.

This was still far less than the 150,000 who evacuated last month in fear that the volcano would erupt, before its activity died down and they returned.

By Nic White and Mikaela Barwick For Daily Mail Australia

Published: 00:15 GMT, 22 November 2017 | Updated: 00:44 GMT, 22 November 2017

Adapted from <http://www.dailymail.co.uk/news/article-5105891/More-1-600-died-time-Mount-Agung-erupted-Bali.html> retrieved on March 5th 2018

Read the above news report from the Daily Mail and carry out the following tasks:

1. In 80 words, summarise the passage above pointing out the negative consequences of volcanic eruptions. Please look for guidance from the notes about summary writing in unit three on page 66-67.
2. Conduct a research and write a short composition explaining economic impact of volcanic eruptions.
3. Write a narration on any geological event you have ever witnessed or heard of.
4. Write two paragraphs to differentiate an active volcano from an extinct volcano.
5. Copy the table below in your exercise book and match the words in column A with their synonyms in column B

A	B
1) Lava	Surrounded
2) Mudslides	Wounded/ dead
3) Incinerated	Calamity
4) Debris	Magma
5) Engulfed	Landslips
6) Victims	Burned
7) Disaster	Wreckage

6. In full sentences, explain the following words as used in the above passage.
- ...“rumbling”... (paragraph 3)
 - ...“incredibly” (paragraph 4)
 - ...“townsfolk”... (paragraph 5)
 - ...“mudslides”... (paragraph 6)
 - ...“evacuated”.... (paragraph 7)

Text 2: The Real cost of gold mining in South Africa

South Africa has failed to meet its human rights obligations to address the environmental and health effects of gold mining in and around Johannesburg, the Harvard Law School International Human Rights Clinic (IHRC) said in a new report released today on 18th October 2016.

The 113-page report, *The Cost of Gold*, documents the threats posed by water, air, and soil pollution from mining in the West and Central Rand District. Acid mine drainage has contaminated water bodies that residents use to irrigate crops, water livestock, wash clothes, and swim. Dust from mine waste dumps has blanketed communities. The government has allowed homes to be built near and sometimes on those toxic and radioactive dumps.

Examining the situation through a human rights lens, the report finds that South Africa has not fully complied with constitutional or international law. The government has not only inadequately mitigated the harm from abandoned and active mines, but it has also offered scant warnings of the risks, performed few scientific studies about the health effects, and rarely engaged with residents on mining matters.

“Gold mining has both endangered and disempowered the people of the West and Central Rand District,” said Bonnie Docherty, senior clinical instructor at IHRC and the report’s lead author. “Despite some signs of progress, the government’s response to the crisis has been insufficient and unacceptably slow.” He said.

The report is based on three research trips to the region and more than 200 interviews with community members, government officials, industry representatives, civil society advocates, and scientific and legal experts. It provides an in-depth look at gold mining's adverse impacts and examines the shortcomings of the government's reaction.

For example, although acid mine drainage reached the surface of the West Rand in 2002, the government waited 10 years before establishing a plant that could stem its flow. In addition, the government has not ensured the implementation of dust control measures and has left industry to determine how to remove the waste dumps dominating the landscape.

The Cost of Gold calls on South Africa to develop a coordinated and comprehensive program that deals with the range of problems associated with gold mining in the region. While industry and communities have a significant role to play, the report focuses on the responsibility of the government, which is legally obliged to promote human rights.

The government has taken some positive steps to deal with the situation in the West and Central Rand. This year, it pledged to improve levels of water treatment by 2020. In 2011, it relocated residents of the Tudor Shaft informal settlement living directly on top of a tailings dam. The government along with industry has also made efforts to increase engagement with communities.

Nevertheless, The Cost of Gold finds that the government's delayed response and piecemeal approach falls short of South Africa's duties under human rights law. As a result, the impacts of mining continue to infringe on residents' rights to health, water, and a healthy environment, as well as rights to receive information and participate in decision making.

Therefore, the government should act immediately to address the ongoing threats from gold mining, and it should develop a more complete solution to prevent future harm," Docherty said. "Only then will South Africa live up to the human rights commitments it made when apartheid ended."

From [https://](https://www.environment.co.za/mining-2/acid-mine-drainage-cost-gold.html) Adapted www.environment.co.za/mining-2/acid-mine-drainage-cost-gold.html Retrieved on March 13th 2018. (Copyright 2017 Environment.co.za and Respective Authors and Contributors.)

Read the text on pages 21-22 and in complete sentences, carry out the following tasks:

1. Write two paragraphs explaining advantages and disadvantages of living near a mining site. (Use adverbial clauses of time in your composition).

2. Discuss: The government should let industries or mining companies determine how to protect people from the environmental and health effects of mining.
3. What do the following words/phrases mean as used in the above passage?
 - a. ...“to address”...(paragraph 1)
 - b. ...“risks”... (paragraph 2)
 - c. ...“endangered”... (paragraph 4)
 - d. ...“acid mine drainage”... (paragraph 5)

1.4.2. Application Activity

Write a letter to the minister of natural resources asking him to address the ongoing threats from the local mining site. Use Passive Voice with present simple in your composition.

Before writing the letter, first read the following instructions on how to write an official letter:

- Write the sender’s address and telephone number on the top left hand side of the page.
- Place the date directly below the sender’s address. It should be one line beneath the sender’s address. The date is important for two reasons: if you’re trying to get the person or organization to complete a task in a timely manner (send a pay check, fix an order, etc.), it will give them a time frame to work with or if you need to save a copy of the letter for legal reasons or posterity, the date is absolutely necessary.
- Place the recipient’s name one line beneath the date.
- Include his or her title (Mr., Mrs., Ms., Miss, Dr. etc.). Follow the recipient’s name with his/her job title. Give the person you’re addressing a salutation. “Dear Sir/ Madam”
- Write the body of the letter. This need not be more than three paragraphs. If you can’t say it in three paragraphs or less then you’re probably not being concise enough.
- In the first paragraph, write a friendly opening and then state the reason or goal of the letter. Get straight to the point.

- In the second paragraph, use examples to stress or underline your point, if possible. Concrete, real examples are always better than hypothetical examples.
- In the final paragraph, briefly summarise your purpose in writing and suggest how you might want to proceed further.
- Sign off your letter with the appropriate salutation. Leave space between your salutation and your printed name for a signature, if possible. “Yours sincerely,” “Best regards,” or simply “respectfully” are all appropriate.

Adapted from <https://www.wikihow.com/Write-a-Formal-Letter> retrieved on March 15th 2018

A Sample official letter

Kanombe Kabeza
Nyarugunga District
Tel +250783653602

Minister for Natural Resources
Kigali-Rwanda
July 20th , 2018

Dear Sir/Madam

Re: REQUEST TO ADDRESS THE ONGOING THREATS IN THE MINING SITE

I would like to request you to address the ongoing threats in the mining site

To begin with, we have observed so many threats in this mining site. some of these threats are: over exposure to ultraviolet radiation in sun light, noise, muscular skeletal disorders, thermal stress, and chemical hazards like polymeric chemicals. To mention but a few.

Wishing that my request will highly be considered.

Yours Sincerely

.....

MUTESI Jackline

1.4.3. Listening and Speaking: Debate

Motion: "Mining should be banned to protect the environment"

1.5. UNIT SELF- ASSESSMENT

1.5.1. Reading and Writing

Effects of deforestation

Deforestation is clearing Earth's forests on a massive scale, often resulting into damage to the quality of the land. Forests still cover about 30 percent of the world's land area, but swaths half the size of England are lost each year.

The world's rain forests could completely vanish in a hundred years at the current rate of deforestation.

The biggest driver of deforestation is agriculture. Farmers cut forests to provide more room for planting crops or grazing livestock. Often, small farmers will clear a few acres by cutting down trees and burning them in a process known as slash and burn agriculture.

Logging operations, which provide the world's wood and paper products, also cut countless trees each year. Loggers, some of them acting illegally, also build roads to access more and more remote forests which leads to further deforestation. Forests are also cut as a result of growing urban sprawl as land is developed for dwellings.

Not all deforestation is intentional. Some is caused by a combination of human and natural factors like wildfires and subsequent overgrazing, which may prevent the growth of young trees.

Deforestation can have a negative impact on the environment. The most dramatic impact is a loss of habitat for millions of species. Eighty percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.

Deforestation also drives climate change. Forest soils are moist, but without protection from sun-blocking tree cover, they quickly dry out. Trees also help perpetuate the water cycle by returning water vapor to the atmosphere. Without trees to fill these roles, many former forest lands can quickly become barren deserts.

Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day, and holds in heat at night. This disruption leads to more extreme temperature swings that can be harmful to plants and animals.

Trees also play a critical role in absorbing the greenhouse gases that fuel global warming. Having fewer forests means larger amounts of greenhouse gases entering the atmosphere and increased speed and severity of global warming.

The most feasible solution to deforestation is to carefully manage forest resources by eliminating clear-cutting to make sure forest environments remain intact. The cutting that does occur should be balanced by planting young trees to replace older trees felled. The number of new tree plantations is growing each year, but their total still equals a tiny fraction of the Earth's forested land.

Adapted from <https://www.nationalgeographic.com/environment/global-warming/deforestation/> retrieved on March 13th 2018.

Read the above text and in complete sentences, answer the following questions:

1. Point out any three other effects of deforestation which are not mentioned in the above passage.
2. Suppose that you work with an Environment Protection Agency. In three paragraphs explain strategies you would devise to fight against deforestation.
3. What do the following words/phrases mean as used in the above passage?
 - a. ...“vanish”... (paragraph 2)
 - b. ...“slash and burn agriculture”... (paragraph 3)
 - c. ...“urban sprawl”... (paragraph 4)
 - d. ...“deprives”... (paragraph 8)
 - e. ...“severity”... (paragraph 9)
 - f. ...“feasible solution”... (paragraph 10)
 - g. ...“felled”... (paragraph 10)

1.5.2. Grammar and Phonology

1.5.2.1. Grammar

I. Choose the right words from the brackets to fill in gaps in each of the sentences below.

1. The superheated gas and debris cloud ... a lot of people when volcanoes erupt. (kill/are killed).
2. A lot of people.....by the superheated gas and debris cloud when volcanoes erupt. (kill/are killed).
3. Numerous villages by lava when volcanoes erupt. (sometimes burn/ are sometimes burned).
4. Volcanic eruptions hundreds of people when they don't evacuate on time. (kill / are killed).
5. Hundreds of people.....by volcanic eruptions when they don't evacuate on time. (kill / are killed).
6. When a volcano erupts, itlava. (releases/ is released).
7. Lava when a volcano erupts. (releases/ is released).
8. Rwanda to as the "Land of a Thousand Hills". (refers/ is referred).
9. Rwanda is a country which by mountain ranges (geographically dominates/ is geographically dominated).
10. Faultingto the fracturing or cracking of the crystal rocks caused by tectonic forces of compression and tension that operate in the earth's crust.(refers/ is referred).

II. Complete the following sentences with your own clauses to form adverbial clauses of place or time. Use punctuations correctly.

1. Trees can only be cut
2., a rift valley is formed.
3. Deforestation occurs
4.volcanic eruptions can engulf them.
5. Carpenters must get a permit from the sector agronomist
6., fish will be very cheap.
7. I thought I had seen a picture of block mountain formation but I couldn't remember

8. Volcanoes erupted
9., the company will be allowed to start mining activities.
10., it releases lava.

1.5.2.2. Phonology

Give phonological transcription of the following words

- | | |
|------------------|-------------|
| a. Deforestation | d. Mining |
| b. Geology | e. Mountain |
| c. Folding | |

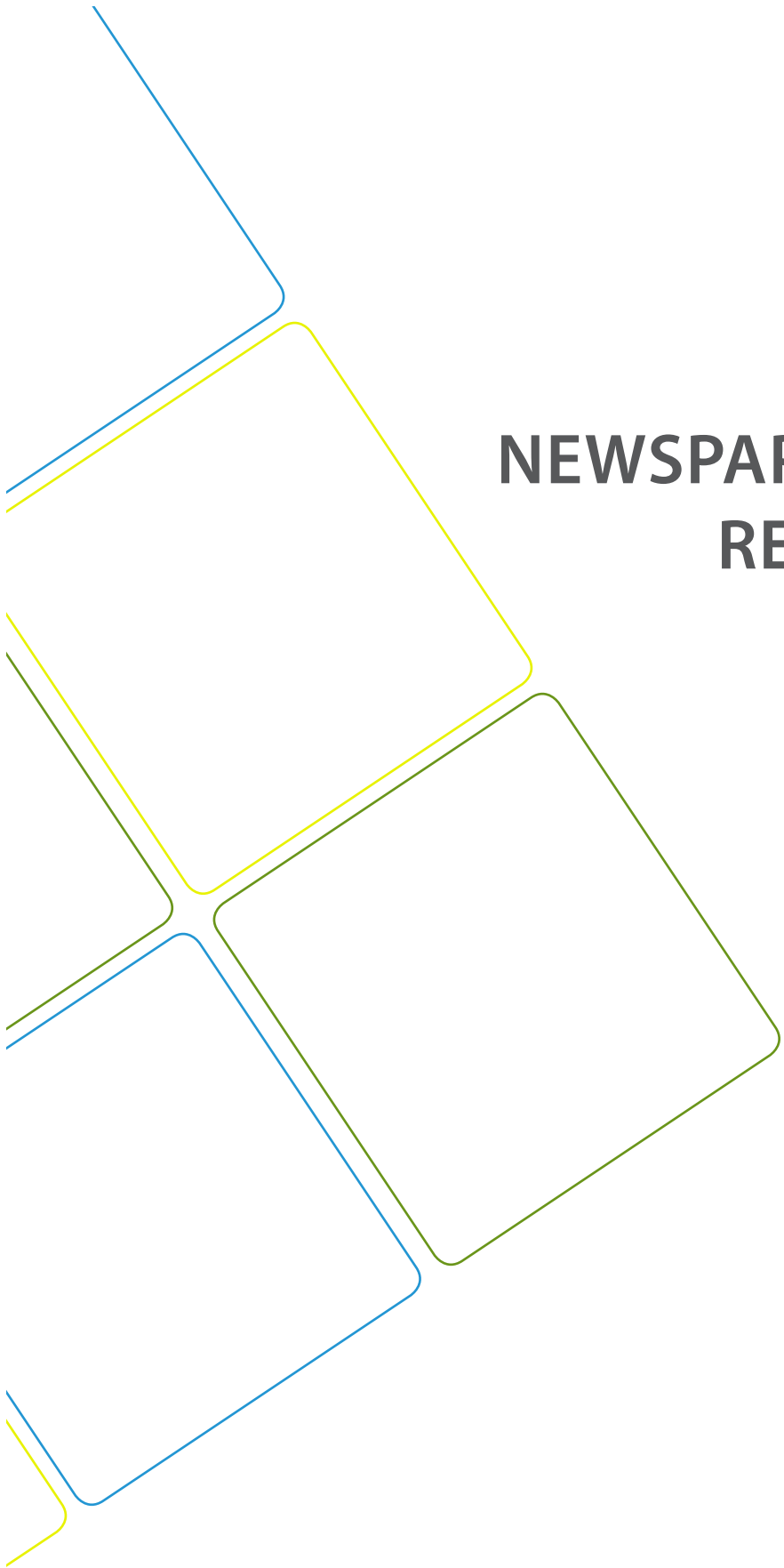
1.5.3. Summary

In 80 words, summarise the passage on pages 26-27 pointing out the role of human beings in deforestation.

1.5.4. Essay Writing

Write a 300 word composition suggesting the best solution to deforestation in Rwanda.





UNIT 2

NEWSPAPERS AND REPORTING

UNIT 2: NEWSPAPERS AND REPORTING

Key Unit Competence:

Language use in the context of Newspapers and Reporting

Introductory Activity:

Observing and interpreting pictures



Discuss the following questions

1. Narrate a past event that you have read from any newspaper or magazine.
2. Tell why one must read newspapers and magazines.
3. Discuss the role of media in Rwanda during the genocide against Tutsi in 1994.
4. Brainstorm on the most recommended techniques of extracting information from newspapers and magazines.
5. Which techniques are required in composing a good news article?

2.1. Aspects of Newspapers and Magazines

2.1.1. Reading and Writing:

Text 1: News articles and feature articles

A Newspaper is a printed publication (usually issued daily, weekly or monthly) consisting of folded unstapled sheets and containing news, articles, opinion, advertisements and correspondence. It gives information and opinions about

current events and news. While, a Magazine is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership or audience.

Newspaper articles are in two categories: News articles and feature articles. News articles cover the basics of current events while feature articles are longer and more in depth than regular news articles. Feature articles are often research-based.

The best way to structure a newspaper article is to first write an outline. Review your research and notes. Then jot down the ideas in a continuous flow. There are six structural aspects which can lead us to constructing a good article. They include headline, sub-heading (if applicable), topic sentence, paragraphing, main body, and conclusion. Where necessary, one could use relevant quotations and sayings to contextualise the content of the article.

A newspaper always contains many different kinds of articles. Most of us do not read the whole newspaper, we choose articles we are most interested in. We find these articles by reading the headlines. A headline is a heading for an article. It is printed in large, bold letters. It gives you a short description of what the article is about. Headlines are not written in full sentences; they start with capital letters, but they do not end with a full stop.

There are two types of newspapers: Tabloid and broadsheet. In newspapers or magazines some terms are commonly used: back copy, back issue, biweekly, broadcast, brochure, bulletin, daily, edition, gazette, glossy magazine, the gutter press, issue, journal, publication, paper, news-sheet and print media.

There is a multitude of different types of articles, including news stories, features, profiles, instructional articles, and so on.

2.1.2. Application Activities

- I. Using a dictionary, look up the meanings of all the bolded words in the above notes.
- II. In a paragraph of fifty words, write a summary explaining the main aspects and types of newspapers.

2.1.3. Listening and Speaking: Comparing Magazines and Newspapers

The following task will help you to listen to your peers' views as well airing your ideas about newspapers and magazines.

2.1.4. Picture observation and interpretation

Observe the pictures below and answer the questions.

1. Critically observe and share about the pictures below and explain the difference between a Newspaper and a Magazine.
2. Describe the different types of magazines and newspapers
3. State the different components that make a newspaper
4. List the different magazines and newspapers published in Rwanda



2.1.5. Skimming and Scanning

Definitions

- Skimming and scanning are some of the techniques of extracting information from newspapers or magazines.
- Skimming refers to act of reading very fast through a written text in order to get general information about it.
- Scanning, on the other hand, refers to the act of quickly reading through a text in order to find specific facts. It means looking at a text to find some particular information.

The Fall of the African Wall

“If you want to avoid solving a problem, you must start at the end”, a maxim is known to say. Tales of a United Africa are told through songs, literature and speech. The first wave of African independence since early 60s included galvanising guerrilla groups, university agitations and popular uprising across our continent, with Romanesque ideology and a sense of moral high ground.

Anywhere else, the hour for revolution and romance, dreams of chaos and systemic change had come and gone, except in Africa where the music had to be stopped and

in ushered sobriety and substance, empty slogans had to come and be of African Unity.

The philosophy, which deifies that a human being is a human being through human beings, strives to reach beyond a purely managerial approach and strengthens an attitude of open conversations. 'Coercive powers were generally not employed by the chief to achieve Unity of purpose through the process of consensus building'. In reforming the AU, human being reflects a critical discourse because it includes the voice of all participants in the organisation and the building of consensus.

For that we must take a moment to think of those who started this journey, didn't make it, but set in motion the wind of change that will hopefully sweep across the African continent. Kwame Nkrumah, Thomas Sankara, Ahmed Sekou Toure, Mwalimu Julius Nyerere, Samora Machel and more recently, Abdoulaye Wade, Thabo Mbeki and Olusegun Obasanjo. Yet, this has not only been an agency of heads of states, it was too, a struggle of civil servants, scholars, artists and activists, all Pan-Africanists who share enthusiasm and passion for our continent and our people.

In *Things Fall Apart* (1958), Chinua Achebe ironises: 'The sun will shine on those who stand before it shines, on those who kneel under them.' While the journey must be inclusive and consultative, we must accept that those ready to move will board on the plane while others follow at their pace.

To the African media, while it's hard to write stories about complex international agreements and make them interesting to readers, we ought to try. If African media does not run the show, all we'll hear of western media are rumors of political disagreements within our union, which will erode citizen's ownership – a key pillar to our agenda 2063.

Adapted from www.newtimes.co.rw, http retrieved on March 15th, 2018

2.1.6. Application Activities

- I. Basing on the definition of skimming and scanning, scan the above text to find out:
 - a. African leaders who raised the idea of African Unity
 - b. The role of African media
 - c. Ideas on how the African reforms should be approached.
- II. Scan the above text. In a paragraph or two, explain the meaning and relevance of each of the sayings below:
 - "The sun will shine on those who stand before it shines on those who kneel under them". (paragraph5)

- “A human being is a human being through human beings.” (paragraph3)
- III. In around 250 words, write a news article expressing your view on what African Leaders should do for a better Africa.

2.1.7. Reading Comprehension

How to Start a Newspaper

A smartly dressed young woman stood at the front of the school hall and addressed the senior students of the school. “Good morning, everyone,” she started. My name is Faida Muhoza. As you know, I am the Chief Editor of your newspaper, the Ladies Daybreak. But my career as journalist began a long time ago. I was one of the reporters of our school newspaper which we called Our little daughter. Later I trained as a journalist at college. But there is only one place to acquire experience, and that’s on the job; and it is never too early to start learning about being a reporter.

I have come here today to tell you how you can run your own newspaper. Let us start by talking about the four steps towards starting a newspaper. First, you must consider the purpose of your newspaper. Second, you must form an editorial committee to produce the newspaper. Third, you must decide on the types of articles you want to include. Finally, you must decide on the size, shape and make up of your newspaper.

The first duty of the editorial committee is to agree on the main purpose of the newspaper and therefore, the contents. The editorial committee is made of five members who perform different duties. The Chief Editor is to make sure that the committee works well as a team, to check the whole newspaper for quality and content, to write the editorial column in the newspaper, to chair most of the editorial meetings and report. The editor reviews the articles from the reporters to give any comment on articles presented. The Chief Editor and the committee proofread the articles, work with the designer(s) on the arrangement of the articles. The Chief Editor also chairs editorial committee meetings. The Secretary has the duty of handling all correspondences, takes notes at the editorial meetings, receives articles from reporters and passes them on to the editors. He or she works with and helps the Chief Editor. The Designer organises articles and advertisements by deciding space between them, etc. He or she organizes the illustrations and photographs; works with the editors to: (a) make sure that the articles have the right structure (b) make sure the articles are ready on time. He or she works with the printer to ensure the printing goes smoothly. The treasurer is to look after money, find ways of getting funds to pay for printing, contact advertisers, inform the designer about all the advertisements on various issues, organize the sales and distribution of the newspapers and pay printers. He or she also receives money from sales and advertisements.

It is better to have more than one person to carry out each task. One or two people could share the duties of Chief Editor, two to three people sharing the Editor's job, one to two people sharing the secretary's job, etc.

Before reporters can begin to work, the editorial committee must decide the kind of articles they should contribute to the newspaper, and what it should look like.

Adapted from JJB Bugembe (1993). Oxford Primary English: ninth impression 2002. Oxford ox26DP, England

2.1.8. Application Activities

Read the above passage and answer the questions that follow.

1. Explain the process of publishing a newspaper or magazine
2. Explain why publishing a newspaper or a magazine article goes through long process.
3. By using skimming and scanning techniques of reading, clearly state the people involved in running a newspaper.
4. In two paragraphs, explain the two main ideas presented in the article.
5. Draw the table in the example below into your exercise book and match the following people who work for a newspaper in column A to their duties in column B.

Example

The editor checks and scrutinises the articles submitted by reporters to ensure their accuracy and relevancy. He or she may suggest changes or even insert the appropriate corrections before forwarding it to the Chief Editor.

Column A	Column B
1) Chief Editor	1) takes notes at editorial meetings, receives articles from reporters and passes them to the editors and works with and helps the Chief Editor.
2) Editor	2) arranges the space for each article, advertisements, etc. He or she organizes the illustrations, photographs...
3) Secretary	3) makes sure that the committee works well as a team, checks the whole newspaper for quality and content.
4) Designer	4) a person who collects, writes, or distributes news or other current information to the public.
5) Journalist	5) edits articles from reporters, writes any special comment on articles selected by the Chief Editor and the committee, proofreads the articles.

7. In the text above “How to start a newspaper,” you encountered new vocabulary items. Look at the words or phrases and their corresponding meanings in the table below. Make complete sentences by matching them in your exercise book. You can use a dictionary or thesaurus.

Example:

A daily is a newspaper that is published every day except Sunday.

Word or phrase	Meaning
1. Tabloid	a. an official newspaper that publishes articles with lists of people in government, legal, military or university jobs.
2. Brochure	b. newspapers printed on large sheet of paper. Such newspapers are generally believed to contain lots of news items.
3. A daily	c. a magazine or newspaper that a club or organization produces regularly to give information to its members.
4) Bulletin	d) a newspaper with fairly small pages mostly containing stories about famous people and not much serious news.
5) Broadsheet	e) a newspaper that is published every day except Sunday.
6) Edition	f) newspapers that contain a lot of shocking stories about crime, sex, and famous people.
7) Gazette	g) a small magazine containing details and pictures of goods or services that you can buy.
8) Glossy magazine	h) a magazine printed on shiny paper containing a lot of bright fashionable pictures but not much serious information.
9) The gutter press	i) a news leaflet often used as part of a newspaper.
10) Journal	j) a set of copies of a newspaper that are published when something important happens.

1. Compose your own article for a newspaper or magazine taking account of its type and audience.
2. Conduct a research on the role of media firms especially newspapers and magazines and write a 300 word proposal explaining why you would wish to start such a project.
3. Project work: Introduce a weekly newspaper or magazine for your class and schoolmates. Select its type according to the purpose and audience you would wish to serve.

2.2. Describing a Scene

2.2.1. Picture Observation and Interpretation

Carefully observe the pictures below and write a description of what happened at the scene.



2.2.2. Reporting situations and events

Generally a scene is a unit of a story that takes place at a specific location and time. In case of an accident, it is a place where an unpleasant event has happened.

2.2.3. Reading and writing

"I want all of you to see this, firsthand. Look at it," Christine Barakat was yelling. Her eyes were wide open and her hands were shaking as she forced her 13-year-old son and 16-year-old nephew to look down the block at their dead friend.

The 13-year-old made a weak attempt to break away and go back inside. But his aunt standing nearby grabbed him by the arm forcing him to look at the dead friend.

"I want all of you to see this firsthand, look at it," Christine Barakat said.

"This is what you all want? The hell with this. . .because they are going to scrape me on the floor if that's you, do you hear me? Do you hear me?"

Christina Brown and her twin sister had dragged their sons out of the bed after they saw the boy's body lying in a front yard.

Barakat's 13-year-old son wore a white T-shirt and Brown's son, 16, was shirtless. According to their mothers, the boys never belonged to a gang, they also affirmed that they are both good students and they are not allowed excessive time to play outside the classroom.

After the boys went back into the apartment building, their mothers learned that one of them had been close friends with Kevin.

Back outside, Brown cried alone. Kevin's family had left the scene more than an hour earlier, the boy's body had been removed and only four police officers remained behind: Two forensic investigators and a beat car assigned to the crime scene.

"We didn't hear gunshots, said the parents. The boy was out here fighting with somebody," Brown said. "That's crazy." Said one of the policemen

While one of the beat cops used a hose to wash blood from the grass into the gutter, and the forensic investigators finished their scene work, Brown tucked her hood over her head and walked back home.

Adapted from: http://articles.chicagotribune.com/2014-05-23/news/chi-i-want-yall-to-see-firsthand-look-20140523_1_crime-scene-dead-friend-apartment-building.retrieved on March 17th, 2018.

2.2.4. Application Activity

- I. Read the following passage on pages 39-40 and answer questions below:
 1. Who are the prime suspects in the crime that led to Kevin's death?
 2. Why is Christine Barak troubled and yelling at the two boys?
- II. Make sentences with the following words

beat car	d. to gutter
beat cop	e. forensic
to scrape	f. firsthand
- III. In not less than four paragraphs, write a newspaper article describing a scene of a quarrel or road accident.

2.2.3. Listening and Speaking: Role play

Re-read the above text and role - play it.

2.3. Direct and Reported Speech

- In newspapers, reporters need to repeat what other people have said. In this case, the mastery of reported speech is needed. If a reporter writes about a past event, he/she has two options; they can either use the exact words the people used or report it in their own words.

2.3.1. Direct Speech

It is using the exact words the people used

Example

Speaking to Igihe.com, the minister of infrastructure said, "New machines arrived yesterday."

- In the example, the sentence is in direct speech and the verb "arrived" is in past simple. In the second example, the sentence is in indirect speech and the verb has been changed into past perfect tense.

2.3.2. Indirect Speech

Using own words, a reporter can also report the above sentence.

Example

Speaking to Igihe.com, the minister of infrastructure said that new machines had arrived the previous day.

- Mostly, in newspapers the simple past is used to report events. This tense changes into past perfect if the event is reported indirectly. However, to report a progressive past event, the past perfect continuous tense is used.

2.3.3. Past Simple in Indirect Speech

The past simple tense changes into past perfect tense.

Example

The senior editor said, "you wrote a good article" (Direct speech)

- The senior editor said that I had written a good article. (Reported speech)

2.3.4. Application Activity

Put the following sentences into Reported speech.

4. The newspaper reported, "The manager intended to take a big amount of money."
5. The policeman said, "The robbers broke into the house and stole money."
6. "Police officers rescued a seven-year-old boy," the witnesses told Imvaho Nshya.
7. The driver reported, "There were many passengers at the scene."
8. Brown said, "We didn't hear gunshots and the boy was out here fighting with tsomebody."
9. "The plane crashed en-route to Dubai," BBC reported.
10. "Seventy per cent of the farmers used fertilisers last year," minister of agriculture told the Newtimes.
11. "Thirty news journalists graduated yesterday," the dean of faculty announced.
12. "This girl wrote a good article for Nyampinga," said the headmistress.
13. "Her article inspired young entrepreneurs," said the Chief Editor.

2.3.5. Past Continuous Tense in Indirect Speech

The past continuous tense changes into past perfect continuous tense.

Example

"The editor was skimming a newspaper," said Kalisa. (Direct speech)

- Kalisa said that the editor had been skimming a newspaper. (Reported speech)

2.3.6. Application Activity

1. Put the following sentences into Reported speech.
2. I was reading a magazine when my mother told me about the accident,' John said. The policeman said, "The robbers broke into the house and stole money."
3. 'Yesterday, I was writing an article for our newspaper,' Lilian said.
4. 'The Police was still investigating a case,' said the magistrate.
5. 'I was editing my work for submission,' said the reporter.
6. 'The tourists were coming to watch TV,' the waitress said.
7. 'Janet was revising the article before reporting for duty,' said her workmates.
8. 'The boys were fine-tuning their report for presentation,' they revealed.
9. 'The secretary was harmonising resolutions from the editorial committee,' confirmed the Chief Editor.
10. 'The magazines were featuring various articles about women rights,' the project manager told us.
11. 'James was writing a report about the scene,' the police announced.
12. Using Past Perfect Continuous Tense, write a summary of three paragraphs on any past event that you have experienced.

2.4. Reporting a Past Event

2.4.1. Picture Observation, Interpretation and Reporting

Looking at the scene in the pictures below, as a journalist, describe what you witnessed in form of a report.



2.4.2. Techniques of Reporting Events

If we want to tell somebody what happened in the past, we should include the place and the time, the sequence of events, feelings and interruptions. Expressions such as: It happened, ago, last..., yesterday, on, in, while, when, one day, etc. can be used.

In sequencing the events on a past event we use: at first, later, next, at the same time, as soon as, before that, finally, at the same time, in the meantime, in the end, the next thing I did was, It looked like ...

When we report, we also use the Past Perfect tense to describe the action which happened before another past action in the Past Simple.

Example: We had left the party before Jenny called for the newspaper report.



In order to write a news report on a past event, it is often vital to conduct an interview with either an eye witness or someone who heard about the event.

2.4.3. Techniques of Conducting an Interview for a News Item



For a journalist to compose a newspaper article, there is need to conduct research or gather information to have a dependable content. Conducting an interview with some people is one of the sources for the required information. This exercise requires some skills and techniques on the part of the journalist which include the following:

1. Tools needed
 - Pens and pencils
 - a tape recorder or digital voice recorder (optional)
 - a video camera for interviews you plan to webcast
2. Preparing for the interview
 - Research – This should be done as much as possible. For example, before interviewing a cardiologist about heart attacks, it is necessary to read a lot and make sure terms like “cardiac arrest” are well understood. A well-prepared reporter should consult a competent and reliable source of information (the interviewee).

- Develop Questions – this is done after the topic has been researched
- thoroughly, a list of questions should be prepared. These help to remember all the points to be covered.
- Establish a Rapport(relationship) – When starting out, don't abruptly launch into your questions. Chitchat(teasing) a little bit at first. Compliment your source on his/her office, or comment on the weather. This puts your source at ease.
- Keep it Natural – An interview can be uncomfortable, so keep things natural. Instead of mechanically reading out your list of questions, put in your queries in a natural manner. Put in your questions by waving them in the flow of a conversation. Also, maintain eye contact as much as possible. Nothing is more comforting to a source than a reporter who never search for information from a notebook.
- Be Open – Don't be so focused on getting through your list of questions that you miss something interesting. For instance, if you're interviewing the cardiologist and he/she mentions a new heart-health study that's coming out, ask about it. This may take your interview in an unexpected - but newsworthy - direction.
- Maintain Control – Be open, but don't waste your time. If your source starts to ramble on about things that are of no use to you, politely – but firmly – steer the conversation back to the topic at hand.
- Wrapping Up – At the end of the interview, ask your source if there's anything important that you hadn't asked about. Double-check the meanings of any terms he/she used that you're unsure about. And always ask if there are other people he/she may recommend that you speak with.
- Note-taking – Beginners in reporting often freak out when they realize they are possibly unable to write down everything the source is saying, word-by-word. Don't sweat for that. Experienced reporters learn to take down just the stuff they know they'll use, and ignore the rest. This takes practice, but the more interviews they do, the easier it gets.
- Taping – Recording an interview is fine in certain circumstances, but always get permission to do so. The rules regarding taping a source can be tricky. According to Poynter.org, recording phone conversations is legal in all 50 states. Federal law allows you to record a phone conversation with the consent of only one person involved in the conversation - meaning that only

the reporter is required to know that the conversation is being taped.

- However, at least 12 states require varying degrees of consent from those being recorded in phone interviews, so it's best to check the laws in your own state. Also, your newspaper or website may have its own rules about taping.
- Transcribing interviews involves listening to the taped interview and typing out virtually everything that's said. This is fine if you're doing an article with an extended deadline, such as a feature story. But it's too time-consuming for breaking news. So if you're on a tight deadline, stick to note-taking.
- Finally, always take notes, even if you're using a recorder. Every reporter has a story about the time they thought they were recording an interview, only to get back to the newsroom to discover that the machine's batteries were dead.

Adapted from notes by Tony Rogers from: <https://www.thoughtco.com/conducting-interviews-for-news-stories-2073868> (Updated May 31, 2017) retrieved on 26th April, 2018

2.4.4. Reading and Writing

Unconstitutional attacks on president Mugabe must stop!

March 2018 – Harare: The PNF calls on ZanuPF- junta and its associated propaganda mouthpieces to stop their rabid divisive and unconstitutional attacks on President Mugabe such as those that have gone out of control and are now threatening peace and stability in the country.

The past week has seen outrageous and desperate attacks on President Robert Mugabe. By Emmerson Mnangagwa, youths of ZanuPF- junta and its propaganda mouthpieces in the print and electronic media. Some of the attacks, such as those regarding President Mugabe's legally protected personal banking, are indirect violation banking laws and of his constitutional right to privacy.

While NPF does not speak for President Mugabe, we take exception of self-evidence and unavoidable fact that unconstitutional attacks on President Mugabe by ZanuPF-junta are linked to the audience he gave at his Blue Roof Residence to PNF's president and presidential candidate for 2018 general elections Rtd Brig general Ambrose Mutinhiri.

Everyone can see that the intimidation, blackmail and demonization of President Mugabe is designed to:

Prevent him from exposing the fact that 15 November 2017 military coup was unconstitutional;

Force him to legitimize and endorse the evaluation of the very same people who criminally and unconstitutionally removed him from office.

Claims of new democratic and new constitutional and dispensation are absurd when made by the same people who caused hell President Mugabe by his unconstitutional remove from the office in a humiliated manner that brutalized his supporters, while others were tortured, killed or internally or externally displaced; these people want to get away with their brutality while having humiliated the President, they also want him to humiliate himself by endorsing his coup tormentor at the expense of his constitutional rights under the pretext of a fraudulent transition.

Adapted from: <https://minbane.wordpress.com/2018/03/13/https-wp-me-p1xtjg-6w>

Read the above text and carry out the following tasks:

1. Examine the meanings of the words listed in the table below and construct sentences by matching them with their definitions in the next column.

Example:

Junta is a military or political group that rules a country after taking power by force.

Words	Definitions
1) junta	having or proceeding from extreme or fanatical support of belief in something
2) outrageous	a military or political group that rules a country after taking power by force
3) brutality	relating to an established set of principles governing a state
4) constitutional	Unacceptable, offensive, violent or unusual
5) rabid	the action treated as a criminal offense, of demanding money from someone in return for not revealing compromising information.
6) fraudulent	The portrayal of something as wicked or threatening
7) endorsing	an instance of cruel and violent treatment or behaviour
8) violation	Declaration of one's public approval or support for
9) blackmail	deliberately deceitful, dishonest or untrue activity
10) demonisation	An action that breaks a law, agreement, rule etc.

2. Sentence construction

Construct 10 complete sentences using bolded words from the text above.

Example:

The PNF accused the Zanu PF junta of overthrowing Mugabe, Zimbabwe's president.

3. Carefully read the article and write an informative report on what happened in Zimbabwe.

2.4.5. Techniques of Writing a Summary for a Newspaper or Magazine Article

- Once assigned a summary activity, the initial step should be critically reading and reviewing the text to be summarised.
- Re-read it thoroughly and outline the article while taking notes of major points you want to include in the summary.
- When writing the summary ensure the use of own words. Write a first draft of the summary without consulting the article.
- Then, revise the draft to ensure its correctness, clarity and accuracy. Make sure to use grammar, punctuation, and spelling correctly. Paraphrase whenever writing a summary.
- Read the article to be summarised to ensure it's clearly understandable.
- Whenever a phrase is extracted from the original text, ensure that it is put in quotation marks.
- Your first draft should be approximately 1/4 the length of the original, and keep downsizing it depending on the volume of the content.

2.4.6. Listening and Speaking

Listen to a news item and share your views about it with peers, answer questions from the teacher and peers. Remember to also ask questions to the teacher and peers as well.

2.5. Expressing Probability on a Past Event

2.5.1. Tense used when expressing probability on a past event

- When we want to express probability on a past event, we use **must have** or **might have** + past participle of a verb.
- We use **must have** + past participle to express that we think that something happened.
- We use **might have** + past participle to express the possibility for something to have happened, but with some degree of doubt.

Examples

1. The Chief Editor **must have thought** no one knew what he was doing.
2. He **must have scanned** the advertisement.
3. According to some newspapers, the road **might have been broken**.

2.5.2. Application Activities

- I. Rewrite the following sentences in your exercise book and underline the expressions of probability on a past event:
 1. The Chief Editor **must have thought** before writing an article.
 2. He **might have taken** much more money from the company even though he had not been caught.
 3. Clear instructions **must have been given** to the writers.
 4. The school magazine, that we have introduced , **might have been sponsored**.
 5. He **might have seen** people approaching that public library.
 6. The Secretary **might have been well instructed**.
 7. The designer **must have been busy** today.
 8. The reporters **might have got** information from the field.
 9. Editors **must have read through** the articles.
- II. For each sentence of column A look for the corresponding sentence from column B. Combine them to form correct sentences.

Example:

I am not good at Journalism, I may have joined media firms.

A	B
1) This new edition does not convey any new information	some newspapers might have not been publishing their produce
2) The editor said that the news are coming from one source	the reporters might have not got enough time
3) I am not good at journalism	it must have been cautioned about the previous versions
4) The students are not reading in these days	It might have not been invited
5) Why didn't your team come to join us in editorial committee?	I may have joined media firms

- III. Scrutinize the following sentences and discuss what probability happened or didn't happen in each of these situations. Use the expressions of probability in past, then write two sentences for each one.

Examples

1. The government has banned a magazine and declared its publication outlawed:
2. The government might have banned it because its articles are poorly researched.
3. The magazine may have been containing biased analytical views.

Application Exercises

1. Your editorial committee is not functioning today. It worked perfectly since it started three years ago.
2. A journalist was murdered on the road near by the battle. The driver disappeared and no one knows what happened.
3. I did not see this newspaper for a long time.
4. She saw a notice about the closure of their business without informing their customers.
5. Comic magazines are not easily found in our library.

6. They questioned the newspaper editor in Boston by phone. She did not manage to reach their working place.
7. The man took the decision of resigning after having read the article from a newspaper

2.6. Restrictive and Non-Restrictive Clauses

2.6.1. Restrictive Clauses

Sometimes the information a relative clause provides is essential for the identification of the noun. Without the relative clause, the reader or listener will have difficulties identifying the noun or pronoun.

Look at the following example

The reporter who went to the field interviewed the minister.

In this sentence, the relative clause is essential. Without it, some information will be missing and one will not be able to tell 'which reporter interviewed the minister'. Thus, this type of relative clause defines the noun or pronoun referred to. It is a defining relative clause.

Defining relative clauses are also called restrictive relative clauses. They tell us which person or thing is being referred to. They define the noun or pronoun by restricting the members of the larger group included. The clause who went to the field, for example, restricts the group of reporters referred to; it is not all the reporters, but only the one who went to the field.

Examples

1. The woman who published this news article was one of my relatives.
2. I saw the author who was outside our publishing house.
3. 3. They wanted the picture that cost two pounds.

2.6.2. Non-restrictive clauses

Study the following sentences:

1. Mr Mugisha works for The New Times. He is related to my wife.

We can say:

- Mr Mugisha, who works for The New Times, is related to my wife.

2. Four editors are hired for our newspaper. They were my classmates.

We can say:

- Four editors, who were my classmates, are hired for our newspaper.

The clauses in italics in the sentences above give extra information about the nouns that precede them. This information can be left out without affecting their meaning. These clauses are non-defining relative clauses. The identity of the nouns in the sentence is already clear; they do not need to be defined further.

Look at the following example:

John Murenzi, who works as a reporter in your magazine, is my brother. The essential information in this example is the fact that “John Murenzi is my brother.” The relative clause “ who works as a reporter in your magazine”, can be left out. Non-defining relative clauses are also called non- restrictive relative clauses.

Examples

1. The secretary, who delayed our publications, had been fired.
2. The reporter, who had worked for the newspaper for five years, was accused of theft.
3. Treasurer, who was aged 23, was sent to jail because of fake bills.
4. The writer, who was familiar with the career, was transferred to another company.

2.6.3. Application Activity

Analyse the following sentences and identify the restrictive and non-restrictive relative clauses.

1. London, which is the capital city of England, is one of the largest cities in the world and with a lot of publishing houses.
2. The book that she read was important for her literature review.
3. Walden university, which is entirely online, has main administrative offices in Baltimore.
4. The participants who were interviewed volunteered to be a part of the study.

5. The office I have just rented for my publishing house is near my home. This is the newspaper that they have banned recently.
6. The musician, who is a well-known pop star, used to read brochure.
7. Our speaker who explored many electronic sites, gave an interesting talk.
8. The message that my aunt sent yesterday has arrived.
9. The journalist whose story I read yesterday, has won prizes for her work.

2.7. UNIT SELF- ASSESSMENT

2.7.1. Reading Comprehension

Read the article below and answer questions that follow:

Uhuru-Raila truce a window to carry out radical surgery

Hats off to whoever designed the mediation efforts that led to the sudden rapprochement between President Uhuru Kenyatta and the opposition leader, Mr Raila Odinga.

From what I gather and what I have observed, the template followed by the mediators was as follows.

First, isolating the hardliners from both sides of the divide and limit engagement to as few people as possible.

Second, remembering that breakthroughs in sensitive mediation efforts tend to happen when

proceedings are through informal processes where negotiations are conducted behind the scenes.

Third, not involving too many major political players; dealing mainly with non-partisan types such as family friends, business partners, church leaders and top public officers sworn to secrecy.

The more private sessions and one-on-one meetings secured for the protagonists during mediation, the better chances of success.

They followed the template to the letter and pulled what is clearly the most momentous political event of our time.

Going forward, eyes will focus on the two key men who have been given the responsibility of putting flesh around the deal — Mr Martin Kimani and Mr Paul Mwangi.

Who are they, and how did they come into the picture?

Mr Mwangi is a radical-leaning lawyer who has, over the years, become a confidant of Mr Odinga.

He is, perhaps, one of the few remnants of the technocrats who worked in the Prime Minister's office during the Grand Coalition Government.

He was one of the background advisers to Mr Odinga during the Eurobond investigations and played a key role in the successful election petition against President Kenyatta last year.

Mr Kimani has emerged as a highly regarded diplomat with deep domain knowledge and

experience in the conduct of negotiations between political adversaries. He was one of the main backroom players at the time Kenya was negotiating peace between South Sudan's President Salva Kiir and his erstwhile deputy Dr Riek Machar in 2015.

Having worked with the high-profile US security think-tank the Atlantic Council, in Washington, and the Institute of Security Studies, in Ethiopia, he also had a short stint at IGAD before his appointment as Kenya's Ambassador to UNDP in 2014.

Details of the institutional framework which the duo are expected to craft to steer the reform agenda agreed by President Kenyatta and Mr Odinga are still scanty.

Adapted from <https://www.google.com/url?q=https%3A%2F%2Fmobile.nation.co.ke%2Fblogs%2FUhuru-Raila-truce-window-for-radical-surgery%2F> retrieved on 16th March 2018

I. Comprehension Questions

- a. Briefly explain what the text is about.
- b. In whose hands was the full implementation and realisation of the truce placed?
- c. Briefly point out the profiles of the two personalities.

II. Vocabulary activity

Read the following passage and fill blank spaces within using the words or phrases in the box below.

School newsletter, Senior editor, personal experience, a topic, background information, favourite sport, interview a few people

1. Whether you are writing for a small or a big newspaper, you must write like a professional if you want to produce a good article. So what does it take to write like a real reporter?
2. First you must decide what to write about. Sometimes a will give you specific assignments, but other times you'll have to find your own stories to write about.
3. If you do have a choice about the topic, you might be able to write an article that is related to your ownor family history. You could also pick a topic that revolves around a strong interest, like your.....
4. Even if you are able to start out withclose to your heart, you should conduct research right away, read books and articles that will give you a full understanding of your story. Go to the library and findabout people, organizations, and events you intend to cover.
5. Next,to collect quotes that reflect the public's perception of an event or story. Don't be intimidated by the idea of interviewing important or newsworthy people.
6. However, you must try to avoid bias. You may have strong opinions that affect your conclusions. Beware of fallacies in your logic...

Adapted from <https://www.thoughtco.com/how-to-write-a-news-article-1857250>, retrieved on March 16th, 2018

2.7.2. Grammar and Phonology

- I. Fill the blank spaces in the sentences below using the most correct structure between either must have or might have
 1. I am sure the Chief Editor was here. I saw his car in the front of the building.
 2. He been here.
 3. I am not sure if I passed the interview. I don't feel so sure that I passed.
 4. I passed the interview.
 5. Last summer I took four writing competitions and failed them all! I been disappointed.
 6. She speaks excellent Kinyarwanda. I am sure she's lived in Kigali for a long time.
 7. She lived in Kigali for a long time.

8. We agreed to meet yesterday, but when the secretary got there I didn't see him. It's possible he was waiting elsewhere.
9. We agreed to meet yesterday, but when I got there I didn't see him. He been waiting for elsewhere.

II. Join the pair of sentences in one using relative pronouns beginning with the given phrases, omit the pronoun if possible and add commas if necessary.

1. a. Our publishing house is very big. It is in Musanze.
b. Our publishing house.....
2. a. I had to fix my printer. I bought it less than a year ago.
b. The printer
3. a. Researchers were Rwandan authors. They played a big role in producing this perfect work.
b. The researchers
4. a. I bought this magazine yesterday.
b. It has a crucial information. The magazine
5. a. Michael is a policeman. His father is a writer.
b. Michael
6. a. I bought a computer last month. It doesn't work properly.
b. The computer
7. a. I requested an article for coming writing competition. It did not arrive on time.
b. The article.....
8. a. I was given a note on how I can write a good article. It is of great importance.
b. The note

III. Give the phonological transcription of each of the following words:

- a. Slogan
- b. Coercive power
- c. Record
- d. Tenure

2.7.3. Summary Writing

I. Write a summary on each of the following topics:

Explain at least five impacts of newspapers and reporting on individual professional development.

II. Analyse the impact of print media on the economic growth of your community.

- a. Write a short essay pointing out the role of newspapers and magazines on academic achievements.
- b. Briefly explaining the role of each, write a letter guiding someone on the required people in the running of a magazine.

2.7.4. Essay Writing/ Reporting

With information from the article "Uhuru-Raila truce a window to carry out radical surgery" on page 49 above, carry out the following tasks:

1. Write a summary of around fifty words, detailing the template used and parties involved in the negotiations.
2. Imagine that you went to the market where fire has damaged everything. Write an article
3. of four paragraphs to report what happened. Remember the uses of past perfect continuous tense.

2.8. Glossary

Skim: read rapidly in order to get a general overview of the material

Scan: read rapidly in order to find specific facts or some particular information.

Headline: A heading at the top of an article or page in a newspaper or magazine

Newspaper: Newspaper is a printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles opinion, advertisements and correspondence.

Article: a writing included with others in newspaper, magazine or other publication.

Magazine: is a periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.



UNIT 3

CULTURAL DIVERSITY

UNIT 3: CULTURAL DIVERSITY

Key Unit Competence:

Language use in the context of Cultural Diversity

Introductory activity:

Observing and interpreting pictures



Carefully study the pictures above and then discuss the cultural aspects that each of them reflects.

3.1. Describing Being in a Foreign Country

3.1.1. Reading and Writing:

Living in a Foreign Country: How to Adapt?

Living in a foreign country is hard enough as it is, with all the cultural and administrative issues you have to deal with. But if you don't want to get stuck in the expatriate bubble, you'll need to learn to adjust to life in a foreign country.

While living in a foreign country sounds exciting and romantic, it does have a catch. When foreigners tread on unfamiliar ground, they tend to stick to what is familiar to them. Thus, many expatriates never make the transition from expatriates to compatriots. After all, becoming a part of the local culture is probably the hardest part of life abroad.

It is tempting to share your experiences of living in a foreign country exclusively with other expatriates. Nobody else will understand your hesitation to try the local food, your problems with adjusting to the pace of life and your ambivalence towards social customs as well as those who are in the same boat. However, in order to get the

most out of your expatriate experience, you need to break out of your comfortable little cocoon after a while and try to immerse yourself in the local culture. If you let go of false impressions and stereotypes, then you have already taken the first major step. Living in a foreign country can then become a truly life-altering experience.

It is not as easy as it seems to adjust to life abroad. The process of making the transition from living like an expatriate to a more local life-style takes time. Culture shock is part and parcel of living abroad and hits all of us eventually. The trick is not to let it get the better of you. After all, it takes some time for all international travelers and expatriates to get used to their new environment.

For most people who live in a foreign country, many aspects of the local culture seem strange at best. This might appear exciting at first. The initial reason for moving abroad is after all often the wish to explore foreign cultures. However, after living in a foreign country for a while, little things that you initially considered charming may begin to annoy you. You will remember how everything ran on schedule back home, how clean your former hometown was, or how much more relaxed and friendly everyone seemed.

Everybody who decides on living in a foreign country needs some time to adjust to their new environment. Lina (32) felt that way when she moved from Sweden to Ecuador. Everything seemed different from her home town Gothenburg, and after the burst of initial excitement, those differences started to get to her.

However, after a while, she began to accept that things were simply not the same in Quito. Until you get to this point, try to be respectful, patient, and humble.

After all, you are a guest living in a foreign country, at least until you have made the transition from expatriate to compatriot.

Adapted from <https://www.internations.org/guide/global/living-in-a-foreign-country-how-to-adapt> 15281 retrieved on March 19th, 2018

Read the above text and using complete sentences, answer the questions below:

1. Which obstacles is an immigrant likely to face in the host country?
2. Explain the right attitude that an immigrant should adopt and say why.
3. Based on the above passage, discuss at least five reasons why you would adapt yourself to new cultures if you found yourself in a new country (city).

3.1.2. Writing and Speaking

3.1.2.1 Application Activities

- I. Make notes during your group discussion and present the outcome to the whole class.
- II. With close reference to the passage on page 62-64, explain the following words and phrases:
 - a. ... adjust ... (paragraph one)
 - b. ... unfamiliar ground ... (paragraph two)
 - c. ... ambivalence ... (paragraph three)
 - d. ... life altering ... (paragraph four)
 - e. ...transition ... (paragraph nine)
- III. Refer to what you studied in unit one about composition writing and carry out the tasks below:
 1. Write a 250 word composition discussing the importance of adapting to new cultures.
 2. Imagine yourself in a foreign country where everybody behaves in a way you are not familiar with. They cannot speak your language, their beliefs are different from yours. Tell your classmates how you would react in such a situation.

3.1.3. Sounds and Spelling

In phonology, stress is a relatively extra emphasis or prominence given to a certain syllable in a word. The stress is represented with this symbol (ˈ) placed at the upper left corner of the stressed syllable.

Practise reading the words and phrases in the vocabulary exercise above. You can use a dictionary to check their pronunciation. Pay attention to stress.

Examples:

1. Adjust /əˈdʒʌst/
2. Unfamiliar ground /ˌʌnfəˈmɪljəˈgraʊnd/
3. Ambivalence /æmˈbɪvələns/
4. Life altering /ˈlaɪf ˈɔltə-rɪŋ/
5. Transition /trænˈzɪʃən/

3.2. Comparing Culture

3.2.1. Reading and Writing:

Cultural Diversity

Why is cultural diversity a good thing? Culture is the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal. If we are immersed in a culture that is different from ours, we can experience culture shock and become disoriented when we come into contact with a fundamentally different culture. People naturally use their own culture as a yard stick to judge other cultures. Such judgment could reach to a level whereby people tend to discriminate against others whose ways of living are different from theirs.

People fear essentially what they don't understand. Cultural diversity is inevitable since in our country, at our workplaces, and schools there exist increasingly various cultural, racial, and ethnic groups. We can learn from one another, but first we should have a level of understanding about each other in order to facilitate collaboration and cooperation.

Learning about other cultures helps us understand different perspectives within the world in which we live, and helps dispel negative stereotypes and personal biases about different groups.

In addition, cultural diversity can help us recognize and respect "ways of being" that are not necessarily our own, so that as we interact with others we can build bridges to trust, respect, and have more understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live in. Indeed, people from diverse cultures contribute to the development of language skills, new ways of thinking, new knowledge, and different experiences.

How can you support cultural diversity? You ought to increase your level of understanding about other cultures by interacting with people outside your own culture. Meaningful relationships may never develop simply due to a lack of appreciation of others' cultural values. You should avoid imposing your own values on others as that may conflict or be inconsistent with their beliefs. You ought to recognize and understand that concepts such as family ties, gender roles, spirituality, and emotional well-being, vary significantly among cultures and impact on behavior.

Within the workplace, educational setting, and clinical setting, advocate for the use of materials that are representative of the various cultural groups in the local community and the society in general. You should intervene in an appropriate manner when you observe others engaging in behaviors that show cultural

insensitivity, bias, or prejudice. You ought to be proactive in listening, accepting, and welcoming people and ideas that are different from your own.

Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society in spite of their differences. Imagine a place where diversity is recognized and respected; various cultural ideas are acknowledged and valued; contributions from all groups are encouraged; people are empowered to achieve their full potential; and differences are celebrated!

By Dr. Lisa Belfield (Adjunct professor at Kaplan University)

<https://www.purdueglobal.edu/news-resources/what-is-cultural-diversity/>, retrieved on March 19th, 2018

Read the above text and using complete sentences, carry out the following tasks:

1. Discuss the dangers of judging other people on the basis of your own culture.
2. Basing on the above text, tell how cultural diversity can improve someone's life perspectives?

3.2.2. Summary Writing Techniques

- Writing a summary exercise is always based on a given text which must be read and re-written in a shorter form depending on the nature of the idea to be developed. Emphasis should be put on the specific and key points given. Remember, these points have to be presented without details, examples and illustrations.
- Whereas we must use the points drawn from the text, the rules of summary emphasize that you should construct it in your own words. You should never copy down the same sentences as used in the main text but the central message of the text has to be kept.
- It is important to remember that the purpose of writing a summary is giving the reader a brief but complete message.

3.2.3. Steps in Summary Writing

Below are four steps to follow as you write your summary:

- Find the main and relevant points: Review all the ideas and choose one point that best expresses the main idea in relation to the summary question.
- Organize your summary: In the first sentence state the thesis which gives a summary in your own words. After the first sentence, proceed in a logical manner, presenting the material in the same order as in the original passage.

- When you finish drafting your summary, compare what you have written with the question. Make sure your sentences flow smoothly.
- Check the correctness or accuracy of grammar (tense, punctuation, spellings, vocabulary, etc.)

3.2.4. Application Activities

Give the meaning of the following words as used in the above passage

- ... immersed ... (paragraph one)
 - ... culture shock ... (paragraph one)
 - ... to facilitate collaboration ... (paragraph two)
 - ... different perspectives ... (paragraph two)
 - ... prejudice ... (paragraph four)
- III. Match the words or phrases in Column A with their corresponding meanings in Column B of the table below. In your exercise notebook, present your answers in complete sentences.

Example:

The word 'Prejudice' refers to the practice or tendency of judging or making conclusions without a fair reason.

A	B
1 Prejudice	The ability of controlling a situation rather than responding to it
2 Lens	A fixed view shared by people about someone or the way something should be
3 Stereotype	A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence your judgment
4 Proactive	Dismiss or oppose a belief or feeling emerging within a community
5 Dispel	Lack of concern for other people's cultures
6 Bias	The personal ways of viewing or understanding issues
7 Cultural insensitivity	The practice or tendency of judging or making conclusions without a fair reason

- IV. Summarize the aspects of multiculturalism as analyzed in the above passage.

3.2.5. Language Structure : Modal Verbs

1. Definition

A Modal Verb is a type of auxiliary (helping) verb that is used to convey ideas like talking about ability, asking permission, making requests, talking about things which are desired and so on.

2. Uses of Modal Verbs

How to use the Modal Verb “Can”.

Can is used when talking about someone’s skill or general abilities. It is also used to make offers, ask and give permission.

Example

1. Muhire is patient and humble, he can adapt to any culture. (Ability)
2. If multiculturalism is recognized, people can live wherever they like. (Permission)
3. I can play for you a nice piece of music about wedding ceremonies in Kenya if you like. (Offer)

How to use Modal Verb “Should”

Should is used when giving a piece of advice, a recommendation or a suggestion.

Very often, should is used instead of Must to make rules, orders or instructions sound more polite.

Example

- a. If we are to live peacefully with others, we should avoid prejudices. (Advice, recommendation, suggestion).
- b. We should experience a united community since people now respect each other’s beliefs. (Likely situation).
- c. As tolerance is encouraged in our communities, we should have a more peaceful generation in the future. (Prediction).
- d. If you wish to fully recover from culture shock, you should never judge other people’s culture. (Obligation-not as strong as Must).

How to use Modal Verb “Ought to ...”

This modal verb is used to express the view that something is the right thing to do, because it’s morally correct, polite, or someone’s duty. It is also used to predict that something is fairly, likely or expected, based on normal circumstances or logic.

Example

- a. We ought to keep our identity and respect other people’s customs. (Duty, the right thing to do)
- b. The world ought to experience a high rate of migration as cultures mix. (Prediction)
- c. You ought to interact with people outside your own culture. (advice or recommendations)

3.2.6. Application Activities

- I. Construct nine meaningful sentences using each of the following model verbs can, ought to ... and should. Then read your sentences to the class.
- II. Choose the correct Modal Verb between can, ought to ..., and should to complete the sentences below.
 1. Wecelebrate rather than fight over cultural differences.
 2. Community groups have different traditions.
 3. Different peopleshare the same beliefs.
 4. Peoplefight over cultural differences.
 5. Weencourage tolerance.
 6. Immigrants adapt to new customs.
 7. Prejudices be a hindrance to peace building.
 8. Political conflicts be push factors for migration.
 9. Multiculturalismnot make one lose his identity.
 10. In a multicultural community, people respect each other’s beliefs.

3.3. Describing Cultures and Customs

3.3.1. Listening and Speaking: Question and Answer; Debate

3.3.1.1. Application Activities

Listening and speaking:

1. Question and Answer

Carefully listen as your teacher reads a text for you. Be prepared to answer the questions about the text.

2. Debating:

- a. Debate on this motion "Cultural Diversity is a blessing, not a loss of one's identity".
- b. You should remember what you studied earlier on in unit one about debating.
- c. Choose any local culture that you know very well.
- d. Discuss some positive aspects of that culture.
- e. Describe any contrast between that culture and your own, if any.
- f. Copy those aspects on a sheet of paper.
- g. Remember to use Modal Verbs like can, should and ought to in your debate.

3.4. Describing Traditional Rwandan culture

3.4.1. Reading and Writing:

Rwandan Traditions and Culture

In the Rwandan culture, it is considered extremely rude to eat in public. People are not supposed to eat on the street, in public transportation, and sometimes even during big parties in the presence of strangers. In addition, traditionally adults don't eat in front of their in-laws. In the past, adults could not even eat in front of their own children and would often take their food into their bedroom. Some men would only eat food cooked by their wives and refuse to eat any food cooked by a housekeeper. It was said in the past that women were not supposed to eat goat meat, for two reasons: it would make them grow beard, and become stubborn. However, it is now believed such assumptions were invented by greedy men who wanted all the good meat for themselves.

Going out to eat at restaurants is actually a fairly new concept that has only taken hold with the influence of foreigners. In the recent past, if a man or a couple went out to eat, it meant that the wife was a bad cook or that the man did not have a wife

at all. Even today, there are many Rwandans who generally do not dine out. In the past, it was considered a taboo for in-laws to eat at a married couple's house. It was also taboo for them to stay the night and they would have to find another place in the neighborhood to stay. Rwandans say that drinking milk makes women beautiful.

When there is a beautiful woman, Rwandans might say that she must have drunk a lot of milk. If you invite someone or even multiple people out to dinner or drinks, it is expected that you will pay for them. When Rwandans are served a bottle of beer with a glass, they will sometimes pour a few drops into the glass, swish the liquid around, and then pour it on the ground behind them. This serves two functions: it symbolizes sharing the drink with ancestors and also helps clean out the glass. When a guest stops by for a visit to a friend or family member, it is expected that the host will offer him or her something to drink. The most common drink is Fanta or beer. It is considered very rude to offer water, at least not until the guest has finished the first drink.

When a married couple has children, their names essentially change to reflect the identity of their first-born child. For example, if parents are named Joshua and Gloria. As soon as they get their first baby-girl and call her Simbi, everyone who knows them (friends, family members, community members, neighbours, perhaps even colleagues) would start to call them Papa Simbi and Mama Simbi. People hence start considering them as having enriched their identity and recognition with a family and address. However this practice was borrowed from other African Countries such as the Democratic Republic of Congo (DRC)

When a couple is planning a wedding, the man and the woman separately hold numerous "planning meetings" at which they meet with their friends and family to organize and finalize the details for the marriage.

One of the ways that the family of a bride prepares for a wedding is to plant a few banana trees along the road leading to their house. In the past this was done to show that the family was relatively wealthy, because it was implied that they could also supply their guests with banana beer from their banana trees.

When a man and a woman share the bed, the man always sleeps on the side of door so that he may protect his wife in the case of an intruder or a problem. It is considered a serious taboo for an unmarried man to spend the night at an unmarried woman's home. This is part of a larger discussion about gender and double standards/disparate access and opportunities: it is not acceptable for women to go out dancing without men. If they do so, they will be taken for prostitutes.

It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law. When greeting them or even describing them to others, people

cannot say their name and have to describe them instead. They cannot even share meals.

If a woman sews at night or in the dark, people will discourage her by saying that she is sewing her parents' eyes shut. This is most likely to prevent women from straining their eyes by sewing under faint light. Whistling at night is considered a taboo as it is believed to be a way of summoning snakes. It is also a taboo for a woman to whistle at any time of the day for she would be considered as a malish. If you have the hiccups, people say that someone is talking about you. When you have a twitch on your eye or face, people believe it is a good omen.

Adapted from <https://helainairwanda.wordpress.com/2010/11/23/cultural-norms-traditions-taboos-and-superstitions/> retrieved on March 18th, 2018

Read the above text and using complete sentences, answer the questions below:

1. Explain five aspects of the Rwandan culture as discussed in the above passage.
2. Describe the wedding process in the Rwandan culture as portrayed in the above passage.
3. Refer to the notes on paragraph writing in Unit 1 page 4 of this book for guidance and write an eighty-word paragraph about any other aspect of the Rwandan culture that you know.
4. Give the meaning of the following words as used in the above passage
 - a. ... extremely rude ... (paragraph one)
 - b. ... was invented by greedy men ... (paragraph one)
 - c. ... considered taboo ... (paragraph two)
 - d. ... pour ... (paragraph three)
 - e. ... symbolizes ... (paragraph four)
 - f. ... to reflect ... (paragraph five)
 - g. ... a bride ... (paragraph six)
 - h. ... double standards ... (paragraph seven)
 - i. ... faint light ... (paragraph nine)
 - j. ... a twitch ... (paragraph ten)

3.4.2. Letter Writing

An informal letter is always written in a personal style. Informal letters can be written to people we relate with on personal grounds like relatives or friends. The content and context of informal letters revolve on non-professional and unofficial relationships.

They are mainly on private issues or topics although this doesn't exclude business partners or workers with whom you're friends.

Aspects of an Informal Letter

A letter should always present the following:

1. The Sender's Address

The writer's address should be located at the top right corner of the page.

2. The Receiver's Address

This is also called the addressee's address. It is usually located on the back side of the envelope. However, it can also be placed at the top left corner of the letter, just below the sender's address.

3. The Date

The date is usually located below your own address. Simply leave one line below, open, and insert the date, that is the month, day and year. Sometime, only the month and day will be sufficient. (Remember that in English, the months and the days are spelt starting with capital letters.)

4. The Opening or introduction

The opening is fairly straightforward, and it is usually not as important as it would be with a business or formal letter.

5. The Body

The body comprises the content of the letter which should be written in a personal and friendly tone. However, it's important to adjust the language based on the person you are writing to. Words and expressions are determined by the nature of the relationship between the writer and the receiver of the letter.

The Ending: The ending is the closing sentence of your letter.

6. The Signature

The signature ends the letter. In case of an informal letter, the name of the sender can serve as the signature.

3.4.3. Application Activity

Imagine you met a person, or you went to another community where you are obliged to adopt other people's culture.

- Write a detailed letter to your family members expressing some of the shocking experiences.

3.5. Describing the causes of migration

3.5. 1. Listening and Speaking

Look at the above pictures and share with your classmates about questions like:

What is happening to the people and why?

What would cause someone to leave his or her country or city for a foreign one?

3.5.2. Reading and Writing

Factors of Migration

People migrate for a number of reasons. These reasons may fall under four areas that are environmental, economic, cultural and socio-political reasons. Within all these, there are some that may be seen as 'Push' or 'Pull' factors. Push factors force individuals to move out voluntarily, and in many cases, they are forced because they are risking something if they stay.

Push factors may include conflict, drought, famine, or religious based discrimination. Poor economic activity and lack of job opportunities.

Other strong push factors include race and discriminating cultures, political intolerance and persecution. Pull factors are those factors in the destination country that attract the individuals or groups to leave their home. Those factors are known as place utility, which is the desirability of a place that attracts people.

Better economic opportunities, more jobs, and the promise of a better life often pull people into new locations. Sometimes, individuals have ideas and perceptions about places that are not necessarily correct, but are strong pull factors for them. As people grow older and retire, many look for places with warm weather, peaceful and comfortable locations in order to spend their retirement after a lifetime of hard work and savings.

Such ideal places are pull factors too. Very often, People consider and prefer opportunities closer to their locations than similar opportunities farther away. In

the same spirit, people often like to move to places with better cultural, political, climatic and general terrain in closer locations than locations farther away. It is rare to find people move over very long distances in order to settle in places that they have little knowledge of.

Adapted from <http://eschooltoday.com/migration/the-pull-and-push-factors-of-migration.html> retrieved on March 18th, 2018

Read the above text and answer the questions below:

1. State and explain the reasons why people migrate.
2. Assume there are migrants who come to your home area. Explain how you would treat them.
3. In your own words, write a paragraph summarizing the pull factors of migration.
4. Construct one meaningful sentence with each of the following words and phrases:
 - a. ... migrate ... (paragraph one)
 - b. ... push factor ... (paragraph two)
 - c. ... political intolerance ... (paragraph three)
 - d. ... vein ... (paragraph five)
 - e. ... peaceful and comfortable ... (paragraph five)

3.5.3. Application Activity

Discuss the consequences of cultural intolerance.

3.5.4. Language Structure: Sentence Connectors

Definition

A sentence connector is a word or phrase used to join or combine two sentences in order to convey a specific meaning. Some sentence connectors show cause and effect. These include among others: because, so that, in order to.

Example

1. People migrate because they risk something if they stay in their home area.
2. Older people migrate to comfortable locations in order to spend their retirement after a lifetime of hard work and savings.
3. Weaver had to work full-time in order to earn a living for her family of five children in her new town.
4. I moved to France so that I could improve my French.

3.5.2. Application Activities

- I. Construct two meaningful sentences containing cause and effect language (Make use of so that, because, in order to,...)
- II. Combine the two sentences below using the transition word or phrase expressing cause and effect in brackets:
 - a. We stayed in Musanze. Their culture had a lot of similarities with ours. (because)
 - b. Kayumba had to adapt to the aborigines' culture. He wanted to successfully carry out his research on multiculturalism. (in order to)
 - c. Tolerance was to be encouraged. People could live peacefully. (so that)
 - d. Munyana failed her business first test abroad. She didn't adapt to the new beliefs that she faced. (because)
 - e. We ought to respect other people's traditions. We wish they respected our traditions. (so that).
 - f. We mustn't be rude with people who don't share our customs. Rudeness may be a threat to peace in our community. (because)
 - g. Many people migrate to Rwanda. They wish to find jobs. (in order to).
 - h. They decided to stay abroad. Their cultural identity was not threatened. (because)
 - i. Kayihura and his wife decided to be humble and patient. They wished to build peace with their neighbors. (in order to).
 - j. They moved to Rwanda. There were culture-based conflicts in their home country (because)

3.6. UNIT SELF- ASSESSMENT

3.6.1. Comprehension and Vocabulary

“Tolerance as Cultures Mix”

In Maine, a refugee from Afghanistan was seen kissing the penis of his baby boy, a traditional traditional expression of love by this father. To his neighbors and the police, it was child abuse, and his son was taken away.

In Seattle, a hospital tried to invent a harmless female circumcision procedure to satisfy conservative Somali parents wanting to keep an African practice alive in their community.

The idea got buried in criticism from an outraged public.

How do democratic, pluralistic societies like the United States, based on religious and cultural a tolerance, respond to customs and rituals that may be repellent to the majority?

As new groups of immigrants from Asia and Africa are added to the demographic mix in the United States, Canada and Europe, balancing cultural variety with mainstream values is becoming more and more tricky.

Many Americans confront the issue of whether any branch of government should have the power to intervene in the most intimate details of family life. “I think we are torn,” said Richard A.

Shweder, an anthropologist at the University of Chicago and a leading advocate of the broadest tolerance for cultural differences. “It’s a great dilemma right now that’s coming up again about how we’re going to deal with diversity in the United States and what it means to be an American.”

Anthropologists have waded deeply into this debate, which is increasingly engaging scholars across academia, as well as social workers, lawyers and judges who deal with new cultural dimensions in immigration and asylum.

By Barbara Crossette (New York Times Magazine) <http://www.nytimes.com/1999/03/06/arts/testing-limits-tolerance-cultures-mix-does-freedom-mean-accepting-rituals-that.html>, retrieved on March 18th, 2018

Carefully read the above passage, then answer the questions below

1. Suppose you were one of the people mentioned in paragraph one. Talk about the attitude that you would adopt.
2. Basing on the above text, explain how men and women should behave towards each other to encourage tolerance in their mutual relationship.
3. Construct one meaningful sentence with each of these words and phrases as used in the above passage:
 - a. ... conservative ... (paragraph one)
 - b. ... criticism ... (paragraph one)
 - c. ... outraged ... (paragraph one)
 - d. ... cultural variety ... (paragraph two)
 - e. ... pluralistic societies ... (paragraph two)
 - f. ... repellent ... (paragraph two)
 - g. ... broadest tolerance ... (paragraph three)
 - h. ... advocate ... (paragraph three)

3.6.2. Grammar and Phonology

- I. Use cause-effect language with the sentence connectors: because, in order to, to complete these sentences:
 1. They moved to Rwanda they could escape from war and save their lives.
 2. I can't visit you today I am busy reading my notes on multiculturalism.
 3. Fulani visited Liverpool to learn about his new British friend's culture.
 4. A Rwandan doesn't call his father-in-law by his name it would be considered impolite.
 5. Michael has many friends abroad of his capacity to adapt to new traditions.
 6. In Rwandan culture, women are forbidden to sew at night to prevent them from straining their eyes.
 7. At a wedding ceremony, banana trees are planted they can show the family's wealth and generosity.

8. We should be tolerant towards others to avoid culture shock.
 9. People finally had to understand each other they could learn from each other's cultures.
 10. Cultural diversity makes people contribute positively to the larger society of their differences.
- II. Read the following words and phrases aloud and correctly. Put the stress at the right place.
- | | |
|----------------------|-----------------|
| a. Outraged | d. Advocate |
| b. Mainstream values | e. Pluralistic |
| c. Intimate | f. Conservative |

3.6.3. Summary

Carefully read the passage that follows, and then write 80 word paragraph summarising the importance of cultural identity for children's wellbeing.

Cultural identity matters to children's wellbeing

A strong cultural identity is important to a child's mental health and wellbeing. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves, gives them a sense of belonging and self-esteem and supports their overall wellbeing.

When children have a strong cultural identity, they are well-placed to make social connections with others and develop a sense of belonging to their community, even if the community's cultures are different from their family culture. Having a positive sense of belonging in both settings helps children move between cultures with greater ease and confidence, and can increase their engagement.

In turn, the sense of belonging builds children's self-esteem and resilience, and reduces the likelihood they will experience depression and anxiety. To be able to get on well in a culture that is different from their family culture, children often need to understand and respond to different expectations. For example, the expectations around body language can be very different across various cultures. In many Asian cultures, making direct eye contact with an adult is viewed as a sign of disrespect or a challenge to that adult's authority.

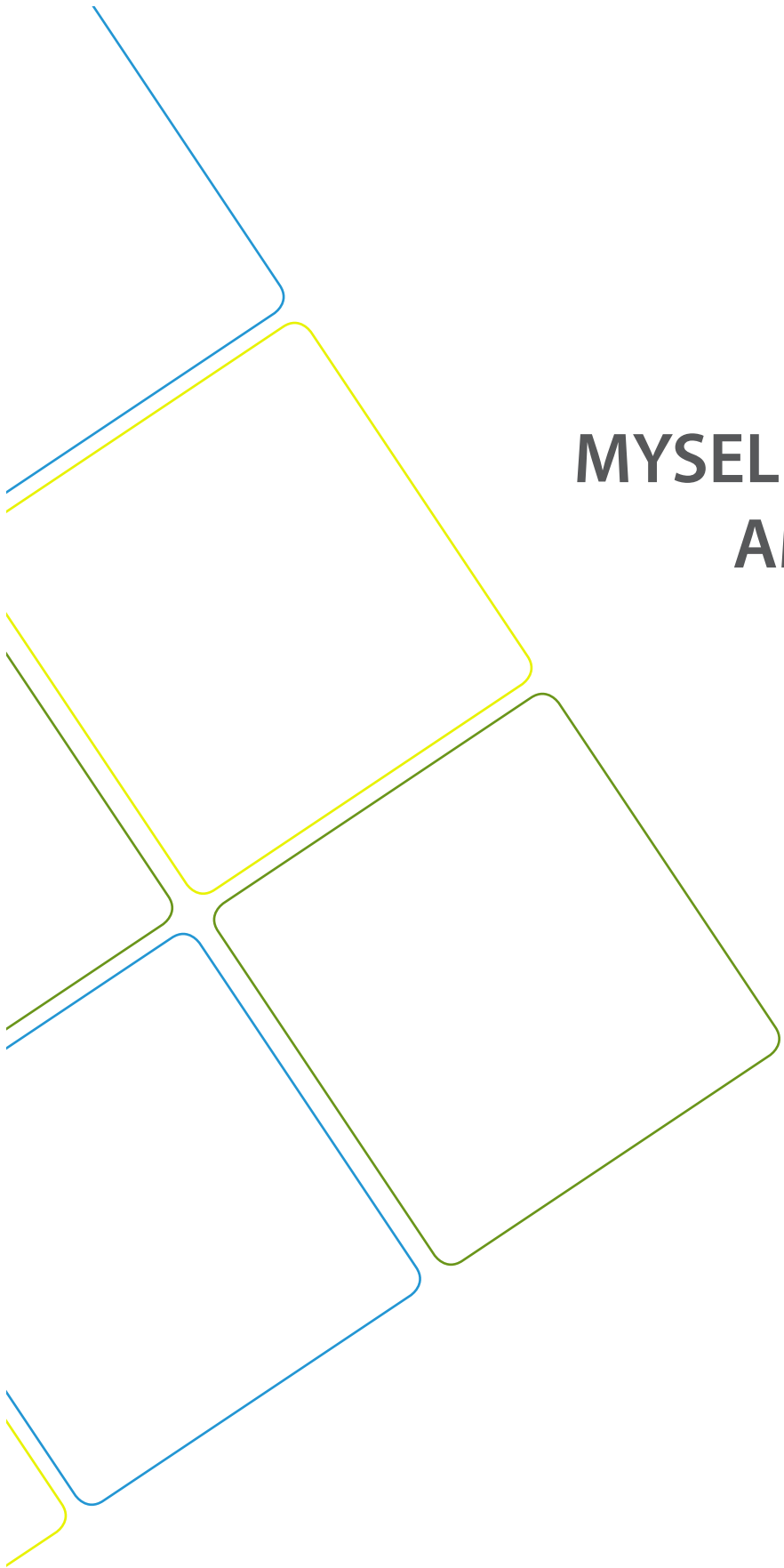
It can be complex, and sometimes confusing, for a child from a different cultural background to their school culture to make sense of the different expectations. In some cases children may experience 'cultural conflict' and feel that they have to choose one culture or the other, even though they have to live in both. This can be stressful for children and have negative impacts on their mental health and wellbeing.

However, when children have a positive sense of belonging to both cultures, their mental health and wellbeing is supported and so is their learning. The experiences of children and families in a health and community setting can also have a positive effect on their sense of belonging and engagement with the wider community. A child's sense of their own cultural identity is also strengthened when this diversity is recognised, respected and valued in their interactions with health and community professionals.

Adapted from <https://www.kidsmatter.edu.au/health-and-community/enewsletter/cultural-identity-matters-children%E2%80%99s-wellbeing>, Retrieved on May 9th, 2018.

3.6.4. Essay Writing

Suppose you experienced a situation involving 'culture shock'. Write an essay of about 350 words showing the right way of behaving in such a situation.



UNIT 4

MYSELF AND MY AMBITIONS

UNIT 4: MYSELF AND MY AMBITIONS

Key Unit Competence:

Language use in the context of myself and my ambitions

Introductory activity:

Observing and interpreting pictures



Observe the above picture and do the following

1. Explain how academic life may determine our ambitions.
2. Using suitable examples, show how role models can help in shaping our future.
3. Discuss the benefits of Internet when visited during leisure time.

4.1. Describing Hobbies and Leisure Time



4.1.1. Reading and Writing: Hobbies and Enjoyment

A hobby is an activity that a person does during free time. People have hobbies for

pleasure. A person's hobby is usually connected to what they enjoy. A person who likes to create things with their hands, for example, may want to knit or do hand work. Collecting, making things and sports are all hobbies.

Hobbies often lead to skill, knowledge and experience. Leisure time is not spent on things that you have to do, like a job, studying, errands, housework, etc. A leisure activity can be a hobby: gardening, sewing, painting, knitting, exercising, fishing, etc. Leisure time can also be used to relax. Sleeping, watching TV, lounging, etc. Leisure activities may change according to what is going on in your life. Listening to stories about what other people did or do as hobby can help you to choose the right one for yourself. Now read about Darlene's hobby.

Darlene McCormick has a lot of beagles, 2786 of them to be exact. Luckily, for Darlene, these are not the face-licking, tail-chasing kind. Instead of fur, these dogs are made of porcelain, ceramic, stone, and just about any materials you can think of. What started out as a gift when she was ten years old, has quickly become Darlene's life-long passion. I started with just one". Says Darlene holding up her very first beagle, a cute little figurine made out of probably carved wood.

"My mother gave this to me when I was just a little girl and I loved it right away. Our family has always been great lovers of dogs and so I am. Before I knew it, I had 50 of these little guys. Then I had a 100, and then 1000. Last time I checked, I was closing in on 3000. It was wonderful hobby. Everywhere I go I look for the little guys. I even have beagles from Mexico and Italy!"

What advice does Darlene have for other avid collectors?

"Make sure you have an understanding spouse," she laughs. "But seriously, do what you love. That's the best piece of advice anyone can give you. Anything can be a hobby as long as it's something that matters to you. For me, it's beagles, but it can be about anything you can imagine. Some people like to collect stamps, other like antiques. It's all about what appeals to you. If you love it, that's all matters."

But can a hobby become too much" therapist, Doctor Brenda Hogan explains that "it can go too far, but that rarely happens. For the most part, hobbies, such as collecting, are wonderful pastimes that not only make people happy, but more active as well."

Each of Darlene's beagles has its own story. Darlene appears happy and proud as she shares the history of her collection. Judging by Darlene's smile, one has and start a hobby that reflects who we are and what we love.

Adapted from: <http://www.learnquebec.ca/documents/20181/135109/unit18.pdf/d066bf4c-c145-43cb-a16c-bcddae5ba894> retrieved on March 24, 2018

Read the above text and answer the questions below

1. How does the writer define the term hobby?
2. What are the examples of hobbies listed in the passage?
3. Explain the uniqueness of Darlene's McCormick's hobby.
4. Referring to Dr Brenda Hogan can a hobby be too much?
5. In your exercise book, match the words in Column A with their meanings in Column B

Column A	Column B
figurine	An artifact made of hard brittle material produced from nonmetallic minerals by firing at high temperatures
tail-chasing	A statuette, especially one of human form
ceramic	A behaviour exhibited in dogs that is characterized by spinning in tight circles in either direction, and can be slow and focused on the tail or fast and unfocused.
beagle	A small hound of a breed with a short coat, used for hunting hares
knitting	Activity which is done for enjoyment
lounging	Spending your time in a relaxing way, sitting or lying somewhere and doing very little
pastimes	Making clothes by using long needles to connect wool or another type of thread into joined rows
antiques	Any piece of furniture or decorative object produced in the past and valuable because of its beauty or rarity

4.1.2. Application Activities

I. Composition writing

In not less than 250 words, discuss at least two of your hobbies by fully pointing out how they are your source of enjoyment.

- Refer to the notes in Unit One on the techniques of composition writing.

II. Summary writing

In fifty words, summarise the nature of Darlene's hobby.

- Refer to the notes in Unit three on the techniques of summary writing.

4.2. Recounting Activities

4.2.1. Reading and Writing

In one interview, they asked a candidate to describe herself and her experience. Her unfocused response was not what they were looking for.

“I’ve had a few experiences when it comes to like communications in a little different field I would say between film and politics. I’m from Los Angeles and I moved to Washington D.C.,” she said. “I was looking for a ‘normal job,’ nothing to do with government, nothing to do with entertainment industry or anything,” she added.

The candidate missed a key opportunity to highlight relevant skills and experiences she gained from her different prior positions. And from the hiring managers’ body language such as shifting in their chairs and looking around, it became clear that her response couldn’t give chance for the job.

According to Joan Kuhl, author and founder and CEO of career consulting firm “Why Millennials Matter”, the most important thing is to tailor your response to the specific hiring manager. Instead of rambling or restating what’s on your resume, highlight a few key experiences you’ve had and describe how they make you a great fit for the role you’re applying for. It will help you make a great impression.

List the job’s required skills and match your skills to the list, “Whether they were professionally learned skills or those you developed through extracurricular activities, volunteer work, class, everything counts.”

“Then choose a few of your experiences that touch on these skills to discuss in your job interview. Some examples of leading a project, learning more about a technical skill or even finding a solution to a difficult problem are great anecdotes. You could even do a practice interview with a friend or family member”, Kuhl says.

And don’t worry if these experiences came from working in a different sector or industry. As long as you present them in a succinct and clear way, you’ll be making a strong case for yourself. “Do not feel like your experiences are not ‘good enough,” says Kuhl. “Every experience can teach you valuable lessons and transferable skills. It is all about how you sell yourself.

In other words, figure out how you will show that your previous experience has prepared you for the opportunity in front of you. Use body language tricks, such as having a straight posture and smiling to exude confidence.

Adapted form: <https://www.cnn.com/2017/11/30/how-to-describe-your-past-work-experience-in-a-job-interview.html> retrieved on March 23rd, 2018.

Read the above text and answer the questions below.

1. How did the Hiring Manager express his disapproval of the interviewee's response to the first question?
2. In two sentences, paraphrase the interviewee's response to the first question by the Interview panel.
3. Referring to the author, what should have the interviewee included in the answer about her experience?
4. Briefly explain the following words as used in the above passage
 - a. ... entertainment industry ... (paragraph 1)
 - b. ... hiring manager ... (paragraph 2)
 - c. ... rambling ... (paragraph 4)
 - d. ... extra-curricular activities ... (paragraph 5)
 - e. ... counts ... (paragraph 5)
 - f. ... anecdotes ... (paragraph 6)
 - g. ... succinct ... (paragraph 7)
 - h. ... transferable ... (paragraph 7)
 - i. ... posture ... (paragraph 8)
 - j. ... exude ... (paragraph 8)

4.2.2. Sounds and Spelling

Practice the pronunciation of the following words and make the phonological form of words such as turn, come, success, hobby, choice, etc.

Examples

surgery: /'sɜ:ʒəri/

company: /kʌmpəni/

interviewee: /ɪntəvju('i:)/

experience: /ɪks'pɪəriəns/

anecdotes: /'æniˌkɒdəʊts/

succinct: /sək'sɪŋkt/

posture: /'pɒstʃə/

4.3. Describing Internet

4.3.1. Picture Observation and Interpretation



Observe the picture above and list the internet applications shown.

4.3.2. Reading and Writing

Read the following passage and carry out the following tasks:

Productive ways of using the Internet

Surprisingly, for us Internet savvy generation, it is pretty easy to get myopic with the medium. Given the sheer scale of the Internet, there is so much to see, do and learn and yet most of us find ourselves going back to the same humdrum over and over again. In this post, I will talk about how you can work on re-directing that passive, Facebook consumed energy into something more productive. So turn off that Facebook window and consider these following recommendations to make the best use of Internet and feel productive. Trust me, there is a lot more to the Internet than narcissistic indulgences.

One is never too old to learn a new skill. And no skill ever goes wasted. Websites like Coursera and MIT Open Course Ware are excellent sources of knowledge, providing free courses on a multitude of topics and skill areas.

If not for a course, check out websites like Quora (a fun discussions community), Life Hacker (a well of tips on how to get things done), Stumble Upon (provides good recommendations on websites tallying your interests), How Stuff Works (just to become a little bit wiser about the things around you), Duolingo (a fun web app to learn the basics of a new language) or even Wikipedia, for that matter, to boost (perhaps) up your IQ or for the sake of knowing something more than you did yesterday. I have, through personal experience, found that learning something new keeps the mind excited and energized. And all this, for free!

The only thing that is worse than being a person without opinions is being someone with pointless opinions. Rise your social quotient by juicing up on worldviews and perspectives by subscribing to interesting YouTube channels or catching some interesting talks on TED Talks (a personal favourite I must say). If you prefer reading something instead, my top picks would be Fast Company (I regularly read their articles, case studies and blogs), Entrepreneur (for some inspiring stories) and Goodreads (to find recommendations on the next great book to read).

Instead of just whiling away your time on the Internet, make an effort to organise your life. For starters, try organizing your computer files (you know that pile of pictures you have been trying to sort out. Start there). You may even want to empty your inboxes once in a while. Answer all those emails you have been putting on hold and get those out of the way. It's a good feeling to wake up to an empty inbox (or a relatively empty one, too). Another productive thing to do is to use some free Internet time to get your finances in order, pay your bills, and to look into your investments. And if this last bit got you particularly interested, look up Investopedia for some good tips and lessons on personal financing and investments.

Use your free time to get back in touch with your family and friends. Make a Skype call instead of dropping a text message. Sometimes, a hearty chat with a dear friend is all it takes to get you feeling productive.

And even if you happen to completely love your job it doesn't hurt to update your résumé (or a professional profile on sites like LinkedIn once in a while. It's a good personal development check at times. Let this exercise be a reminder to you to get updated on skills and remain productive.

I am an avid online shopper and find shopping online (especially for high involvement products) as particularly enabling, given I have a dearth of helpful advisors in my physical space. A recent discovery, for me, has been the concept of online coupons. Some of them are actually helpful in getting you some good deals and price-offs on products across certain websites. I have looked up deals on CupoNation (available across multiple geographies) and Cupondunia (an Indian couponing portal). Look for a couponing company working around your community and try to shop smart online.

And if you are not comfortable turning in your credit card details just yet, online shopping helps narrow down your choices, at the very least. That's my idea of window shopping these days.

In this world of android and iOS, one can always reach out to an app to make their lives a little bit easier. On most lazy Sundays when I am too bored of browsing someone's social status, I like exploring Google Play for latest productivity apps and games. I

have found plenty of apps and chrome extensions that have made my profession as well as personal life a little bit more organized and informed in so many ways.

Whether you need to remind yourself to answer emails, pick up milk or pay your bills, having a virtual assistant may not be all that bad an option. To-do lists and time management apps are a boon, so to say. It's always good to have someone remember these small details for you if you are not all that good at micromanaging your daily calendar.

I found this suggestion on a website recently. Google Street View is a super fun app to take a quick tour of any place in the world, from literally, the comforts of your couch. I find that it's a great tool for looking up vacation destinations or just for catching a break from the monotony of it all.

I have been an ardent hobbyist all my life and Pinterest has made it all the more pursuable. On a free day, I am most likely to be found browsing Pinterest looking for DIY tips and tricks or browsing through recipe pin boards. It's a great place to look up information on things you like from food to fashion to fonts, on how you can improve on them, and even find some new things to like.

I hate to admit it but of all the things I do find time for, I hardly ever find time to process my own thoughts. That's one of the main reasons why I took up blogging, because somehow I found that I think well when I write (and I write better than I speak). Writing really does help get clarity on thought and at times, that's the only introspection you need.

Adapted from: <https://www.brightpod.com/boost/10-productive-ways-to-spend-time-on-the-Internet> retrieved on March 23th, 2018

Read the text on page 90-91 and carry out the following tasks:

- I. Vocabulary
 - a. ... humdrum ... (paragraph 1)
 - b. ... websites ... (paragraph 2)
 - c. ... social quotient ... (paragraph 3)
 - d. Professional profile ... (paragraph 7)
 - e. ... online shopper ... (paragraph 8)
 - f. ... browsing ... (paragraph 13)

II. Puzzle

Carefully study the crossword puzzle below and map out words related to Internet as used in the above passage.

N	E	T	S	S	T	O	D	I	E
E	W	I	K	I	P	E	D	I	A
G	E	H	Y	O	T	H	U	M	R
I	O	H	P	S	L	A	A	H	E
H	L	O	E	T	N	R	L	I	S
N	I	V	G	H	Y	U	I	T	R
W	A	D	R	L	G	O	N	O	U
I	M	G	E	W	E	Q	G	S	O
W	E	O	T	S	H	P	O	A	C

III. Sentence construction

Use the obtained words from crossword puzzle to make your own sentences like in the example below:

Quora is a fun discussion community website.

4.3.3. Application Activities

I. Summary Writing

In not more than fifty words, write a summary explaining the best techniques of using the internet.

II. Letter Writing Activity

Supposing you are a Human Resource Manager of any company, write a letter sensitizing all the employees on the importance of taking a short course on internet use.

- Refer to the notes in Unit one on the Techniques of writing an official letter.

4.4. Professional life and achievements

4.4.1. Reading and Speaking

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!

By Rudyard Kipling

Source: <https://www.familyfriendpoems.com/poem/if-by-rudyard-kipling> , Retrieved on March 23rd, 2018

Read the poem on page 93 and answer the questions that follow

1. To whom is this poem addressed and why?
2. Give at least three things that someone can aspire to in order to reach higher in life.
3. After reading the poem, what do you understand by the following verses
 - a. "... If you can dream, do not make dreams your master ..." (stanza 2)
 - b. "... If you can meet with triumph and disaster, treat those two impostors just the same..." (stanza 2)
 - c. "or Being hated, don't give way to hating ..." (stanza 1)

4.4.2. Language Structure: Use of First Conditional

The first conditional is a form of the verb we use when we want to talk about possibilities in the present or in the future. We use comma when (if clause) is at the beginning of the sentence.

Examples:

1. If I want to get a well - paid job, I will have to get qualifications.
2. She will need to pass her examinations if she wants to go to university.
3. If I want to get a qualification in IT, I will need to study it at university.

4.4.3. Application Activity

Construct at least 10 sentences with the First Conditional in relationship with professional life and ambitions that talk about possibility in the future.

Example:

If your CV is properly organised, you have more chances of being short-listed.

4.5. Job Adverts, CV Writing and Qualities of a Good Employee

4.5.1. Reading and writing

Job advertisement

The office of Coordination in Kigali in charge of Partnership between Rhineland-Palatinate and Rwanda is expanding the team with a post of a Civil Engineer as a Junior Project Manager.

Attributions and responsibilities:

Under the supervision of the Coordinator of the Construction Department the tasks are:

- a. Evaluation of building projects: Leading discussions and interviews, measuring quantities at site and examination of existing infrastructure, compilation of reports
- b. Compilation and examination of bill of quantities;
- c. Carrying out inspections at site
- d. Carrying out acceptance of construction work;
- e. Follow up of critical building sites

Qualifications and Requirements:

BSc / MSc Civil Engineering

- a. Strong analytical skills
- b. Ability to calculate/ examine bill of quantities
- c. High Flexibility / Fitness especially for field work
- d. High motivation / personal responsibility for field work
- e. Creativity for development of construction / rehabilitation projects
- f. French and English language skills (fluency in one of the languages at least)
- g. Comprehension for goals and philosophy of this Partnership based on grass-root level
- h. Negotiating skills desirable

The interested candidates should deliver a complete application file to the Director of the office of Coordination, Partnership Rhineland-Palatinate / Rwanda ("Jumelage"), Kigali, 39 Bld de la Révolution (between Serena Hotel and SONARWA Insurance).

The application file should include:

- a. An application letter addressed to the Director of the Office of Coordination
- b. One detailed curriculum vitae with photo
- c. Photocopies of diploma and work certificate

Application deadline

Until February 25th, 2018

Adapted from: <http://www.newtimes.co.rw/section/read/16595/>, Retrieved on March 24th, 2018.

Read the above Job advert and answer the questions that follow.

1. According to the advert above, what are the main skills required for the job of A Civil Engineer?
2. What are the core qualities required of a Civil Engineer?
3. State the main attachments should an ideal application letter have.
4. Visit your school library or other public library, borrow newspapers and scan some job advertisements or visit internet café. Compare them with the above advert on page 95.

4.5.2. Language structure: The uses of 'Need to' and 'Have to'

The verbal phrases 'have to' and 'need to' both describe situations where a certain thing must be done. While they can be used interchangeably in some cases, they do have distinct meanings and may not be appropriate for all occasions.

'Need to' is a verbal phrase that is used to indicate that an action is necessary and must be performed urgently. It reflects a requirement that has to be met shortly.

Example:

You need to write and attach a CV on every application letter in order to be shortlisted.

Have to is a phrase that is also used when there is something necessary to be done or completed. However, it is something that is compulsory by law and, therefore, indicates a kind of obligation on your part.

Example:

I have to fill up the forms to be able to take the exam.

4.5.3. Application Activity

Referring to the above example, write 10 sentences using have to and need to in a context of job applications and advertisements.

How to write a CV for job application

A CV is an abbreviation of curriculum vitae. It is a document used to present personal life details to prospective employers. In the case of a job application, it should tell about professional history and skills, abilities and achievements. Ultimately, it should highlight why you're the best person for the job.

When applying, in addition to the CV, a cover letter and a completed application form are also required.

What to include in a CV

While the structure of a CV is flexible, there are particular sections that employers expect to see on a CV. Here below are the sections that must be included in a CV:

Name, professional title and contact details

The first part of a CV, positioned at the top of the page, should contain the name, professional title and contact details. The title of your CV should be 'curriculum vitae'.

When it comes to contact details, email address and phone number(s) are essential. In the past, it was common to include full address on the CV. Today, town and country are needed.

Experience and employment history

Employment history section provides opportunity to outline previous occupations, internships and work experience. Experience starts with the most recent. When writing about experience, for each position held, it is important to state the job title, employer, the period of that employment and a one-line summary of the duties assigned, including key responsibilities, skills and achievements. Bolster each point with active verbs and figures to support each claim to show impact on the organisations served.

Education and qualifications

Like experience section, the education background should start with the highest qualification towards the lowest. The name of the institutions and the period of study are required also.

Hobbies and interests

Depending on the type of job applied for, one can boost his or her CV by inserting hobbies and interests section at the end, focusing on interests that make them stand out or are relevant to the job.

References

Referees are needed to confirm the information given in the CV.

Adapted from <https://www.ego4u.com/en/cram-up/writing/curriculum-vitae> retrieved on March 27,2018

4.5.4. Application Activity

On the basis of the notes above, construct your CV as one of the steps before applying for any job post of your dream.

4.6. UNIT SELF- ASSESSMENT

4.6.1. Reading and Vocabulary

My professional achievements

I could put together a laundry list of projects and implementations and the like. But I consider my most important professional achievement being the hiring of a single employee - it's a story I've recalled over the years during conversations and interviews for different human resources' roles.

Eric had served in the military before joining my then organization as a warehouse employee. He was smart, willing to learn, and up to new challenges. Eric had applied internally for a call center role no less than six times in the two years preceding my taking on the process - at no point had he ever received a face-to-face interview. He submitted his seventh application a few months into my tenure and I remember looking at his resume and wondering what the issue was. I decided to call him.

Eric was friendly and engaging, he had a kind of gee golly charm about him as we spoke, he had a certain timidity, he also had a stutter.

I suspect as we neared the end of our conversation he anticipated that would be the end of his latest application. So, when I invited him in for a face-to-face interview I think it came as a bit of a shock. I put Eric through the same rigors as every other applicant I brought in - behavioral questions, skills testing, and so on. I think when he left my office that day he again presumed this latest attempt at moving up in the organization was over.

But I liked Eric, he was everything we could have wanted out of customer service reps, and when I called him to make the offer it was clear that he was a bit overwhelmed.

After accepting the offer, almost immediately, he told me how he'd been informed both directly and indirectly that he should stop applying to the call center. He was told that he'd never get an interview because of his stutter. He was told that customers wouldn't want to work with him to resolve issues because it would be distracting. He had been told a lot of things that were discouraging, unnecessary, and unfortunate.

I told him that I was excited for him to join the call center team.

When I passed that month's hiring list onto the management team the response was almost immediate - "What were you thinking? Have you talked to the guy? He won't make it through the 6-week training!" I pushed back, I defended my decision, I fought for what I thought was the right hire. When Eric showed up on his first day he shook my hand, thanked me profusely as he was smiling from ear-to-ear. I told him, "Prove them wrong."

And Eric did. He was one of the top employees to come out of his hiring class. He found himself promoted more than once. He moved onto new organizations, he took on new challenges, he served as a team leader. Eric found a career path... over the years, Eric and I would exchange the occasional email as one of us moved onto a new role or organization. I have an email or two where years after he took on exciting opportunities, he would write to thank me for giving him that first opportunity.

Eric Kientzy recently passed away after a tragic motorcycle accident and as I read the articles, obituary, and posts from friends and family on Facebook and other such venues, it was clear that he had been happy and loved. I'd like to hope that I was able to play a small role in helping Eric find success and become the person that was so clearly admired and now so sorely missed - doing the right thing by him. Giving a chance to someone who deserved it and watching him take that opportunity and run with it, is and will probably remain my single greatest professional achievement no matter how many strategies I devise, systems I implement, process I redesign, teams I lead. Eric taught me that achievement (ambition, innovation and being awesome) can't always be measured in the what or how or why, sometimes it's a matter of "why not?"

Adapted from: <https://www.linkedin.com/pulse/20140612064351-985085-what-is-your-most-important-professional-achievement> retrieved on March 26, 2018

Read the text on pages 96-97 and answer the questions below:

1. Eric Kientzy has attempted to apply for a job many times. Explain why his applications were not received after his resignation from military services?
2. Explain how Eric Kientzy's attitude toward the work has served him.
3. In one paragraph, explain how the passage inspires both sides either Managers or applicants in recruitment.
4. Why do you think the manager asked Eric Kientzy to 'Prove them wrong?'
5. Many Managers tend to have bad impression on newly recruited employees accusing them of lacking experience. According to the passage, write four complete sentences on how you can redirect them for better performance.
6. Match the following words in column A with their corresponding meanings in column B.

Column A	Column B
turnover	The rate at which employees leave a workforce and are replaced
Reps	a negative or unfavourable reaction or response
embrace	causing or characterised by extreme distress or sorrow
Push back	Act of accepting something willingly or enthusiastically
tragic	Act as a sales representative
hiring	a room in a house, hotel, or institution where clothes and linen can be washed and ironed
laundry	Grant the temporally use of something on agreed payment

4.6.2. Gramar and Phonology

Grammar

Complete the following sentences with the following options:

You will need to do practice before, I will have to complete all modules, you will have to fill in well your CV, if Mary gets that job, if they want to be short listed.

1. 1. If I want to be qualified in journalism,.....
2. 2. If you don't want to fail in the interview,
3., she will need to find a lodge nearby the working place.

4. They have to fulfill all requirements
5. If you want to apply for that job,

Phonology

Practice the pronunciation of the following words:

- spare
- athletic
- fascinating
- unusual
- artistic
- sociable

4.6.3. Summary Writing

In not more than 70 words, summarise the above passage focusing on the bias which influence managers in recruiting of new employees.

4.6.4. Essay Writing/Reporting

In not more than 70 words, summarise the above passage focusing on the bias which influence managers in recruiting of new employees.

4.8. Glossary

Internet savvy generation: A generation of persons who know a lot about the internet, how it works and how to use the internet according to their need other than just surfing, downloading and sharing.

Myopic: lacking foresight or intellectual insight

Medium: an agency or means of doing something.

Humdrum: lacking excitement or variety; boringly monotonous.

Narcissistic: having or showing an excessive interest in or admiration of one's physical appearance

Website: a set of related web pages located under a single domain name

Social quotient: An index of social maturity, based on the ratio definition of the intelligence quotient or IQ, the social quotient being defined as social age divided by chronological age, the ratio then being multiplied by 100.

Couponsing: the practice of distributing discount coupons to consumers as a form of product

Ardent: very enthusiastic or passionate.

DIY: is the activity of making or repairing things yourself, especially in your home. DIY is an abbreviation for do-it-yourself.

Browsing: survey goods for sale in a leisurely and casual way

Blogging: add new material to or regularly update a blog

Introspection: the examination or observation of one's own mental and emotional processes.

Industry entertainment: is part of the tertiary sector of the economy and includes a large number of sub-industries devoted to entertain

Hiring manager: is the person who asks for an employee to fill an open job.

Rambling: lengthy and confused or inconsequential

Extra-curricular activities: are activities for students that are not part of their course

Counts: take into account; include.

Anecdotes: is a brief, revealing account of an individual person or an incident

Succinct: briefly and clearly expressed

Transferable: able to be transferred or made over to the possession of another person.

Posture: the position in which someone holds their body when standing or sitting

Exude: display (an emotion or quality) strongly and openly.



UNIT 5

SPACE TRAVEL

UNIT 5: SPACE TRAVEL

Key Unit Competence:

Language use in the context of space and travel

Introductory activity:

Observing and interpreting pictures

Carefully study the pictures below and then discuss the cultural aspects that each of them reflects.



Fig.1 Yuri Gagarin the first human being travel in space



Fig.2 The solar system to

Answer the following questions

1. Using past simple tense, mention the first three countries to travel into space. Respect the chronological order.
2. Why is it that the closer a planet is to the sun, the faster it orbits around the sun?
3. Using modal verbs, discuss possible advancements in the domain of space travel in the next 100 years. For example:
Humans may live on Mars in the next 100 years.

5.1. Describing the History of Space Travel

5.1.1. Reading and Writing : Yuri Gagarin: First Man in Space

The United States and the Soviet Union vigorously competed to push the boundaries of mankind's exploration of space. The Russians scored a victory when they launched a small craft carrying cosmonaut Yuri Gagarin to new heights. His 108-minute flight gave him a permanent place in the history books as the first man in space.

The American plan to send a man into space by 1961 created a deadline that the Russian team worked hard to beat. The development of the Vostok spacecraft became paramount. Prior to Gagarin's historic flight, the Soviets sent a prototype of his spaceship, along with a life-size dummy called Ivan Ivanovich and a dog called Zvezdochka. With these successes, the vessel was considered ready to take a living, breathing human into space.

On April 12, 1961, at 9:07 a.m. Moscow time, the Vostok 1 spacecraft blasted off from the Soviets' launch site. Because no one was certain how weightlessness would affect a pilot, the spherical capsule had little in the way of on-board controls; the work was done either automatically or from the ground. If an emergency arose, Gagarin was supposed to receive an override code that would allow him to take manual control, but Sergei Korolov, chief designer of the Soviet space program, disregarded protocol and gave it to the pilot prior to the flight.

Over the course of 108 minutes, Vostok 1 travelled around the Earth once, reaching a maximum height of 203 miles (327 kilometres). Over Africa, the engines fired to bring Gagarin back to Earth. The craft carried ten day worth of provisions in case the engines failed and Gagarin was required to wait for the orbit to naturally decay, but they were unnecessary.

Vostok 1 had no engines to slow its re-entry or a way to land safely. About four miles up (seven kilometres), Gagarin ejected and parachuted to Earth. In order for the mission to be counted as an official spaceflight, the Fédération Aéronautique Internationale (FAI), the governing body for aerospace records, had determined that the pilot must land with the spacecraft. Soviet leaders indicated that Gagarin had touched down with the Vostok 1, and did not reveal that he had ejected until 1971. Regardless, Gagarin still set the record as the first man to leave Earth's orbit and travel into space.

Upon his return to Earth, Gagarin was an international hero. He was cheered in Red Square by a crowd of hundreds of thousands. A national treasure, he travelled around the world to celebrate the historical Soviet achievement.

On March 27, 1968, Gagarin was killed while test-piloting a MiG-15. He was survived by his wife, Valentina Ivanovna Goryacheva, and two daughters.

When Apollo 11 touched down on the moon in July 1969, the crew left behind a commemorative medallion bearing Gagarin's name, as well as medallions for another cosmonaut and three Apollo astronauts who lost their lives in accidents.

Alan Shepard was the first American in space and the second person in space, launching on a suborbital flight in a Mercury capsule called Freedom 7 on May 5, 1961, just three weeks after Gagarin's flight. Shepard is said to have been frustrated that

the United States did not win the race. The Soviet victory could have been prevented, Shepard reportedly felt, had NASA not delayed his mission multiple times for tests.

The first woman in space was Valentina Tereshkova, a Soviet cosmonaut who flew the Vostok 6 mission on June 16, 1963. The first American woman in space was Sally Ride, who was a mission specialist aboard the Space Shuttle Challenger on flight STS-7 on June 18, 1983.

By Nola Taylor Redd, Space.com Contributor | July 24, 2012 02:00pm ET

As retrieved from <https://www.space.com/g00/16159-first-man-in-space.html?i10c. encReferrer=aHR0cHM6Ly93d3cuZ29vZ2xlLnJ3Lw%3D%3D&i10c.ua=1> on 16th March 2018

Read the above text and answer the following questions. Your answers should be presented in complete sentences.

1. Explain how Americans inspired the Russians to venture and advance more in terms of Space Travel.
2. In two paragraphs, discuss whether Gagarin deserves to be considered as the first human being to travel in space.
3. Was it wise on the part of NASA to delay Alan Shepard's mission multiple times for tests? Justify your answer.
4. Match the words in column A with their meanings in column B.

A	B
Spacecraft / Spaceship	The first example of something, such as a machine or other industrial product, from which all later forms are developed
Prototype	The curved path through which objects in space move around a planet or star.
Orbit	A vehicle designed for travel or operation in space beyond the earth's atmosphere or in orbit around the earth.
A suborbital flight	The branch of technology and industry concerned with both aviation and space flight.
Aerospace	Any flight outside the Earth atmosphere with a maximum flight speed below the orbital velocity.

5.1.2. Language structure: Past Simple Tense

The Simple Past Tense is used to talk about a state or an action completed in a

time before the moment of speaking. The Simple Past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important. The Past Simple is usually used in storytelling and in reporting events.

Examples of sentences with verbs in the Past Simple.

1. The United States and the Soviet Union vigorously competed to push the boundaries of mankind's exploration of space.
2. The Russians scored a victory when they launched a small craft carrying cosmonaut Yuri Gagarin to new heights.
3. The American's plan to send a man into space by 1961 created a deadline that the Russian team worked hard to beat.
4. The development of the Vostok spacecraft was very important for Russians.
5. The past simple is used whenever we mention the time something happened, so it is associated with certain expressions of past time such as:
 - Frequency: often, sometimes, always, seldom, and many others.
eg: The NASA tested Alan Shepard's spaceship often before allowing him to go on mission.
 - A definite point in time: last week, when, yesterday, six weeks ago, etc.
eg: When Apollo 11 touched down on the moon in July 1969, the crew left behind a commemorative medallion bearing Gagarin's name.
 - An indefinite point in time: the other day, ages ago, a long time ago, etc.
 - a. Americans landed on the Moon many years ago.
 - b. The word "ago" is a useful way of expressing the distance into the past. It is placed after the period of time: a week ago, three years ago, and a minute ago.

How to form the Past Simple

Many verbs in English form the Past Simple by adding -ed or d to the root (basic) form of the verb called infinitive. Verbs that form their Past Simple in this way are referred to as regular verbs.

- infinitive + ed

Look at the examples below:

Root form of the infinitive	Simple past
Look	Looked
Search	Searched
Cook	Cooked
Hope	Hoped
Like	Liked
Live	Lived

- Some verbs form their Past Simple in a different way, they add neither “ - ed” nor “d” . Such verbs are called irregular verbs.

Look at the examples in the table below.

Root form of infinitive	Simple past
Eat	Ate
Sit	Sat
Think	Thought
Rise	Rose
Read	Read
Shut	Shut

5.1.3. Application Activities

1. Conduct a research and state at least 50 irregular verbs in their root and Past Simple forms. Follow the examples given in the table above.
2. Fill in the gaps in the sentences below with the appropriate Past Simple form of the verbs given in brackets
 - a. The 108-minute flight Gagarin a permanent place in the history books as the first man in space. (give)
 - b. Soviet leaders that Gagarin had touched down with the Vostok 1, and did not reveal that he had ejected until 1971. (indicate)
 - c. Men first on the moon in 1969. (land)
 - d. Chinathe third nation to succeed in space flight in 2003. (be)
 - e. John Glenn the first US orbital flight in 1962. (make)

- f. Astronomersthe physical exploration of space and succeeded. (conduct)
- g. An expert review panela Bush Administration program for a return to the Moon by 2020 inadequate and unrealistic. (judge)
- h. The first scientific exploration from space the cosmic radiation experiment launched by the U.S. on a V-2 rocket on 10 May 1946. (be)
- i. The satellite that was sent on 4 October 1957 ... about 83 kg {183 lb}. (weigh)
- j. TheySputnik 1and it burned up upon re-entry on 3 January 1958. (launch).

5.2. Describing the Solar System

5.2.1. Reading and Writing:

The Solar System

Our solar system consists of an average star we call the Sun and the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. It also includes the satellites of the planets; numerous comets, asteroids, meteoroids and the interplanetary space. The Sun is the richest source of electromagnetic energy (mostly in the form of heat and light) in the solar system. The Sun's nearest known stellar neighbour is a red dwarf star called Proxima Centauri, at a distance of 4.3 light years away. The whole solar system, together with the local stars visible on a clear night, orbit the centre of our home galaxy, a spiral disk of 200 billion stars we call the Milky Way. The Milky Way has two small galaxies orbiting it nearby, which are visible from the southern hemisphere. They are called the Large Magellanic Cloud and the Small Magellanic Cloud. The nearest large galaxy is the Andromeda Galaxy. It is a spiral galaxy like the Milky Way but 4 times its mass and is 2 million light years away. Our galaxy, one of billions of galaxies known, is travelling through intergalactic space.

Most of the satellites of the planets and the asteroids revolve around the Sun in the same direction, in nearly circular orbits. When looking down from above the Sun's North Pole, the planets orbit in a counter-clockwise direction. The planets orbit the Sun in or near the same plane, called the ecliptic.

Pluto is a special case in that its orbit is the most highly inclined (18 degrees) and the most highly elliptical of all the planets. Because of this, for part of its orbit, Pluto is closer to the Sun than is Neptune. The axis of rotation for most of the planets is nearly perpendicular to the ecliptic. The exceptions are Uranus and Pluto, which are tipped on their sides.

As far as the composition of solar system is concerned, the Sun contains 99.85% of all the matter in the Solar System. The planets, which condensed out of the same disk of material that formed the Sun, contain only 0.135% of the mass of the solar system. Jupiter contains more than twice the matter of all the other planets combined. Satellites of the planets, comets, asteroids, meteoroids, and the interplanetary space constitute the remaining 0.015%. The following are the details on mass distribution within our Solar System: the Sun occupies 99.85%, Planets 0.135%, Comets 0.01%, Satellites 0.00005%, minor planets 0.0000002%, meteoroids 0.0000001% and interplanetary space occupies 0.0000001%.

As for Interplanetary Space, nearly all the solar system by volume appears to be an empty void. Far from being nothingness, this vacuum of “space” comprises the interplanetary medium. It includes various forms of energy and at least two material components: interplanetary dust and interplanetary gas. Interplanetary dust consists of microscopic solid particles. Interplanetary gas is a tenuous flow of gas and charged particles, mostly protons and electrons -- plasma -- which stream from the Sun, called the solar wind. The solar wind can be measured by spacecraft, and it has a large effect on comet tails. It also has a measurable effect on the motion of spacecraft. The speed of the solar wind is about 400 kilometers (250 miles) per second in the vicinity of Earth’s orbit.

Adapted from <http://solarviews.com/eng/solarsys.htm> on 19th March 2018

Read the above text and answer the following questions. Your answers should be presented in complete sentences.

1. Referring to the passage above, explain the term “Solar System”.
2. In one paragraph explain the composition of Solar System.
3. What makes the Interplanetary space?
4. Match the words in column A with their meanings in column B.

A	B
Galaxy	the space between galaxies
Intergalactic space	a large system of stars held together by mutual gravitation and isolated from similar systems by vast regions of space.
Asteroid	a celestial body moving about the sun, usually in a highly eccentric orbit, consisting of a central mass surrounded by an envelope of dust and gas that may form a tail that streams away from the sun.
Comet	any of the thousands of smallbodies of from 480 miles (775 km) to less than one mile (1.6 km) in diameter that revolve around the sun in orbits lying mostly between those of Mars and Jupiter.
Meteoroid	The distance that light travels in one year (about 9 500 000 000 000 kilometres)
Light year	any of the small bodies, often remnants of comets, traveling through space: when such a body enters the earth's atmosphere it is heated to luminosity and becomes a meteor.
Milky way	either of the two irregular galactic clusters in the southern heavens that are the nearest independent star system to the Milky Way.
Magellanic Cloud	a spiral galaxy, appearing to the naked eye as a fuzzy oval patch in the constellation Andromeda; it is a close neighbour to our own galaxy.
Solar wind	the spiral galaxy containing our solar system. With the naked eye it is observed as a faint luminous band stretching across the heavens, composed of approximately a trillion stars, most of which are too distant to be seen individually.
Andromeda galaxy	the great circle formed by the intersection of the plane of the earth's orbit with the celestial sphere.
Ecliptic	a natural body that revolves around a planet.
Satellite	an emanation from the sun's corona consisting of a flow of charged particles, mainly electrons and protons, that interacts with the magnetic field of the earth and other planetary bodies.

5.2.2. Narrative Composition Techniques

- Writing a narrative composition requires special techniques. Rather than summing summing things up for the readers, narrative writing should present the writer's experiences or observations for them to express their own views.
- The narrative essay is closely related to public speaking because it allows the readers to draw own conclusions.
- The aim is guiding the reader to the desired direction.

Special attention must be given to the following basics of a narrative essay:

a. Ensure clarity

Complex words and syntax are a hindrance to clarity and should be avoided. In whatever piece of writing, words should be plainly and clearly used in sentences and paragraphs.

Example

I'd never been to a horse race. I was excited to go, but also a little nervous, since I wasn't sure about the people at the track. Instead of: (Although I have never been to the races before, I was very excited to behold them, yet also somewhat nervous, because of the type of people who go there).

b. Avoid the second-person narrative

An important part of the narrative essay is the fact that the writer experienced the events described.

Example

As you go in the door, you will turn and see a TV. You look around and see posters on the wall.

As you go further in, you notice everyone is watching.

It's better to say:

As I go through the door, I turn and see a TV. I look around and see posters on the wall.

As I go further in, I notice everyone is watching.

- To use active instead of passive words to express messages vividly
- To interest the reader, choosing a variety of words is necessary and more helpful

- c. **Use the same slang, idiom, and turns of phrase you would use in speech. Avoid passive constructions.**

Example

They showed me a book stuffed with gruesome pictures of people who'd been in car wrecks.

instead of:

"I am presented an array of unpleasant photos in which many casualties are shown after automobile accidents".

d. Limit references

If a work was helpful, cite it in a 'Works Consulted' list after the essay. Explain yourself as you go along, rather than trying to refer your reader back to a previous statement.

Example

The fans jump up and down. When I first saw this, I wondered what they were doing and my mind conjured a quote from Shakespeare that Neil Gaiman used in his "Sandman": "Lord, what fools these mortals be." However, I watched a bit longer and realized the company spokes models were throwing free merchandise. The fans wanted to get the most from their day at the convention.

e. Avoid sentences of this nature:

When I first saw the comic book fans jumping up and down, I thought as they would, "Lord, what fools these mortals be" (Gaiman 1989.) I later learned why they do this.

5.2.3. Application Activities

- I. Based on the information in the passage above, write a narrative composition of around 250 words explaining how the other planets relate with the Sun.
- II. Re-read the above passage, and in 60 words, write a summary stating what Solar System is made of. (Refer to the notes in Unit 3 on the techniques of summary writing.)

5.2.4. Language structure: Present Perfect Continuous Tense with since and for

Some Rules on how to use the Present Perfect Continuous Tense with since and for.

- The Present Perfect Continuous Tense is used to express actions or state that started in the past and are still continuing at the present time.
- The Present Perfect Continuous is formed using the construction has/have been + the present participle (basic form + ing).

Example

Basic form	The present perfect continuous tense
Work	Have/has been working
Live	Have/has been living
Travel	Have/has been travelling

- The Present Perfect Continuous Tense is also referred to as Present Perfect progressive tense and is usually used with since or for.

Now examine the sentences below and draw some tips to construct your own sentences with the same tense.

1. Human beings have been travelling in space since 1961.
2. People have been living on the ISS for several years
3. Since when have human beings been travelling in space?
4. Americans have been going to the moon since 1969.
5. Since Valentina Tereshkova's mission in 1963, other women have been going on missions in space.

5.2.5. Application Activity

- I. Using the Present Perfect Continuous tense of the verbs given in brackets, fill in the gaps in the sentences below.
- Soviet leaders spacecraft in space since the Gagarin's mission in 1961 (send)
 - Astronomers..... the space since many years ago. (explore)
 - Theyspacecraft to measure the solar wind in the interplanetary space. (Use)
 - He the eclipse for 30 minutes. (Observe)
 - China..... to send a new satellite in the space since last year. (Try)
 - The United States and the Soviet Unionto push the boundaries of mankind's exploration of space for many years. (compete)
 - The American government a new spacecraft since last year. (Develop)
 - The moon..... between the Sun and the Earth for 30 minutes. (Move)
 - Individuals the space station since 2000. (Visit)
 - The sunthe Earth with light and the heat since its existence. (Provide)

5.3. Describing the Development of the International Space Station

5.3.1. Reading and Writing: International Space Station

The International Space Station (ISS) is a multi-nation construction project that is the largest single structure humans ever put into space. The dimensions of the completed ISS research facility will be approximately 356 feet (109 meters) by 240 feet (73 meters), or slightly larger than a football field. When completed, the ISS will weigh around 450 tons (408,000 kg), or 450 times the weight of an average car. Its main construction was completed between 1998 and 2011. However the station continually evolves to include new missions and experiments. It has been continuously occupied since Nov. 2, 2000.

As of January 2018, the International Space Station had been visited by 230 individuals from 18 countries. Top participating countries include the United States (145 people) and Russia (46 people). Astronautic time and research time on the space

station is allocated to space agencies according to how much money or resources (such as modules or robotics) that they contribute. The ISS includes contributions from 15 nations. NASA (United States), Roscosmos (Russia) and the European Space Agency are the major partners of the space station who contribute most of the funding. The other partners are the Japanese Aerospace Exploration Agency and the Canadian Space Agency.

Crews aboard the ISS have been assisted by mission control centres in Houston and Moscow and a payload control centre in Huntsville, Ala, since the very beginning. Other international mission control centres support the space station from Japan, Canada and Europe. The ISS can also be controlled from mission control centres in Houston or Moscow.

The space station flies at an average altitude of 248 miles (400 kilometres) above the Earth. It circles the globe every 90 minutes at a speed of about 17,500 mph (28,000 km/h). In one day, the station travels about the distance it would take to go from Earth to the moon and back.

The space station can rival the brilliant planet Venus in brightness and appears as a bright moving light across the night sky. It can be seen from Earth without the use of a telescope by night sky observers who know when and where to look.

Astronauts spend most of their time on the ISS performing experiments and maintenance, and at least two hours of every day are allocated to exercise and personal care. They also occasionally perform spacewalks, conduct media/school events for outreach, and post updates to social media, as Canadian astronaut Chris Hadfield, an ISS commander, did in 2013. (However, the first astronaut to tweet from space was Mike Massimino, who did it from a space shuttle in May 2009.)

Adapted from <https://www.space.com/16748-international-space-station.html> retrieved on 21st March 2018

Read the above text and answer the questions below: In a paragraph, briefly explain what the title of the passage 'International Space Station' refers to.

1. In around sixty (60) words, explain the aspects of a completed International Space Station.
2. Why is most astronautic and research time devoted to NASA, Roscosmos and European Space Agency only while there are many ISS partners?
3. What do the following words/phrases mean as used in the above passage?
 - ...weigh... (paragraph 1)
 - ...Astronaut... (paragraph 2)

- ...robotics... (paragraph 2)
- ... Crews... (paragraph 3)
- ... rival... (paragraph 5)
- ...telescope... (paragraph 5)

5.3.2. Techniques of a good argumentative composition:

1. Have you ever seen two people arguing? How do they do it? They just stand in front of each other, with red faces, shouting and trying to prove that one of them is right.
2. Probably, this method works for somebody, but you have a chance to learn arguing in a polite and much effective way. If you learn how to write argument papers, you will not have to shout at someone.
3. This time, we offer you to check our step-by-step guide on how to write argument papers.
4. First of all, you need to come up with the right topic, because not all issues are good to cover in papers of this kind. It should be a controversial or debatable issue, something that people can argue for and against
5. Investigate the chosen topic. Particularly, you need to know at least two opposing opinions about it. Yet, it is better to view the topic from several different angles and define your own view about the topic.
6. After you decide on your own option or view, start collecting evidences to support your point of view. You can use real-life examples, opinions of reputable scholars, relevant printed sources, etc.
7. Finally, get down to writing. There are two significant aspects of the writing process you should keep in mind: a thesis statement and the overall organization of your paper.

by Diane Clark . Adapted from: <https://owl.english.purdue.edu/resources/585/05> (retrieved on 26th June, 2018)

5.3.3. Application Activity

On the basis of the above text and any additional researched information, write a 250 word argumentative composition making a case for the view that Space travel is a worthwhile issue on which nations should devote resource.

5.3.4. Language structure: Present Perfect Tense with passive+ since or for

- Before talking about Present Perfect with passive let's first have a glance at the present perfect.

5.3.5. The Present Perfect

The Present Perfect is used to indicate a link between the present and the past. The time of the action is before now but not specified, and we are often more interested in the result than in the action itself. The Present Perfect is also used to express an action that was completed in the very recent past; in that case words like "just", "recently" or "lately" are used. The Present Perfect is formed using the construction Have/has + past participle.

- The sentences below will guide you on the rules of using Present Perfect with the Passive voice:
 1. Astronauts have occupied the International Space Station since November 2, 2000.

In the above sentence, the action of occupying the International Space Station started in the past and still continues in the present.

2. Two hundred and thirty individuals from eighteen countries have visited the International Space Station.

In this sentence, the time they visited the International Space Station is not important, what matters is the result.

3. Chinese have just sent a spacecraft in the space.

In this sentence, the action of sending the spacecraft was completed in the very recent past, the recent past is expressed by "just"

When we use specific time expressions in the past such as yesterday, we use the Simple Past. Therefore, we can't say:

"The NASA has sent a new spacecraft in space yesterday."

But we can say:

"NASA has sent a new spacecraft in space."

5.3.6. Application Activity

Fill in the gaps in the sentences below with the appropriate Present Perfect form of the verbs given in brackets.

1. France.....a young astronaut in space. (send)
2. Russians..... a lot of astronauts since 1961. (hire)
3. The astronomers.....their spacecraft that was lost. (find)
4. Gagarin..... the Soviet Union win USA in pushing the boundaries of mankind's exploration of space. (make)
5. A lot of peoplethe space station since 2000. (Visit)
6. This old manmany orbits since 1988. (do)
7. Engineersthe space launching site. (prepare)
8. Space explorationan interest of many countries. (become)
9. Humans about spaceflight since antiquity. (dream)
10. Humanity's interest in the heavensuniversal and enduring. (be)

5.3.7. The present perfect with passive + since or for

The passive voice of Present Perfect is formed using the construction have/has + been + past participle form of the verb.

In the sentences below, the verbs in bold are in Present Perfect Passive:

1. The International Space Station **has been continuously occupied** since Nov. 2, 2000.
2. The space station **has been continuously inhabited** for fifteen years.
3. Since 2000, the International Space Station **has been visited** by a lot of people.
4. Since the year 2000, fifty-seven thousand, three hundred sixty-one orbits around the Earth **have been made**.

Now change the following sentences into Passive Voice:

1. Astronauts **have occupied** the International Space Station since November 2nd, 2000.
2. China **has sent** another satellite in the space.

3. The new spacecraft has carried ten people in the space.
4. Americans have done many orbits since 2000.
5. Space travel agencies have sent a lot of women on mission in the space since the Valentina Tereshkova's mission in 1963
6. Astronauts have conducted the physical exploration of space and succeeded since 1961.
7. Mission control centres have assisted Crews aboard the ISS for more than 15 years.
8. Satellites have helped human beings to achieve their goals.
9. The American government has developed a new spaceship.
10. My sister has watched the eclipse for 20 minutes.

5.3.8. Listening and Speaking: Debate

"Space travel should be banned for rockets used in launching spacecraft damage ozone layer"

- Please apply the rules of debate learnt in unit one, page... and carry out the debate on the above motion.

5.4. Predicting the future of space travel

5.4.1. Reading and Writing

Humans "could be living on Mars by 2030" as astronauts train for mission to the red planet.

It is 20 years since Pathfinder touched down on Mars and there are now eight robots collecting information from the red planet ahead of a crew being sent out. The intriguing question of whether there's life on Mars has obsessed mankind for generations. Within two decades the answer might be a definite 'yes' because scientists hope to send people to the red planet.

There may be no little green men but there could be humans wearing special suits and living in capsules.

Scientists believe humans could have been living on Mars in between 15 and 20 years time.

It is 20 years since NASA's Pathfinder spacecraft touched down on Mars and, using a robot, sent a huge amount of data back to Earth. Since then NASA has sent more Landers and orbiters. There are currently eight robots from various countries

examining the planet. They have found water, raising hope microorganisms once existed there and could sustain human life.

And it might not be a moment too soon. Last month physics genius Prof Stephen Hawking, 75, warned our days on Earth are numbered and we need to colonise another planet within 100 years or face the threat of extinction. He said “the Earth is becoming too small for us and our physical resources are being drained at an alarming rate”.

“We know that extinction is a possibility after what happened to the dinosaurs and we are vulnerable if, for example, a pandemic sweeps across the earth. So it makes sense for us to have colonies where we can live in the solar system and Mars is an ideal candidate.” Said Dr Aderin Pocock. So, if our life on Earth is vulnerable, human beings will have to colonise another planet in the solar system.

The hopes for a future on Mars have grown in tandem with the technological advances that have expanded our knowledge about the fourth planet from the Sun. NASA’s Mars Pathfinder released its 23lb six-wheel robotic rover Sojourner. It only travelled 100m but sent back 550 images and about 8.5 million temperature, pressure and wind measurements back to Earth.

Sojourner was followed by the far more mobile Exploration Spirit and Opportunity rovers in 2004 and the Phoenix in 2008. But it was NASA’s Curiosity rover, which is still sending information back to Earth, that marks the biggest shift in the space age advances. It was launched in 2011 to determine whether Mars was ever able to support microbial life.

By Antonia Paget 19:56, 3 JUL 2017

Adapted from <https://www.mirror.co.uk/science/humans-could-living-mars-2030-10720755> retrieved on 23rd March 2018.

Read the news report from the Mirror on pages 120-121 and answer the questions below. All your work should be presented in complete sentences.

1. Who is Prof Stephen Hawking? Fully explain his warnings about the planet earth
2. Why does the writer say that “our hopes for a future on the Mars have gone to tandem”?
3. How does the writer explain human beings’ obsession with colonising other planets?

4. Give the meanings of the following words/phrases in the context of the above passage.
 - a. ...Mars...(paragraph 1)
 - b. ...capsules...(paragraph 2)
 - c. ...robot... (paragraph 2)
 - d. ...planet...(paragraph 2)
 - e. ...extinction...(paragraph 3)
 - f. ...tandem...(paragraph 4)
 - g. ...launched... (paragraph 5)

5.4.2. Application Activities

- I. Write two paragraphs explaining why astronauts choose to send pathfinders and Landers to Mars instead of human beings.
- II. Write a short composition of around 200 words explaining why there could be life on the Mars.

5.4.3. Language structure: Modal verbs may, might, could and will have to

1. Might and may

- Might is used to talk about possibilities in the present, past and future. It has the same meaning as may but may is used when one is a bit more sure, while might expresses some doubts. Therefore, “may” and “might” can be used:

a. To show possibility

Example

1. There might be life on Mars, we never know. (In this sentence, the degree of certainty is low)
2. There may be life on Mars since they found there water and micro organisms. (In this sentence, the degree of certainty is a bit higher for water and micro organisms are signs of life)

b. To ask for or give permission:

Example

1. I wonder if I might use your telescope to see the International Space Station.
2. "You may launch the spaceship now", the chief of Aerospace Exploration Agency said.

c. To express polite offers, request or suggestions.

Example

1. May you come to assist the launch of the new spacecraft?
2. I had hoped I might have access to the Aerospace control room.

2. Could

- Could is used to:

a. Talk about ability, make a request or ask for permission

Example

1. Could human beings live on Mars one day? (Ability)
2. Could I visit the Aerospace control room? (Permission)
3. Could you send other Landers? (Request)

b. To express present, past and future possibility:

Example

1. The lecturer thinks that you could be a good astronaut.
2. Had I known that the eclipse had occurred, I could have brought my glasses.
3. When human beings went to Mars, they could grow crops there.

3. Will have to

- Will have to is used to express a future obligation

Example

1. If our Earth is vulnerable, human beings will have to colonise another planet in the solar system.
2. We will have to spend billions of dollars to go to Mars.
3. Once on Mars, people will have to grow food in greenhouses.
4. What will people have to do to survive on Mars?

5.4.4. Application Activities

- I. Study the sentences below and indicate the meaning expressed by the underlined modal verbs, the first one has been done for you.
 - a. May I assist the launch of the new spacecraft? (Permission)
 - b. May you come to assist the launch of the new spacecraft?
 - c. Astronauts might find drinking water on Mars.
 - d. NASA will have to send more spaceships in the space.
 - e. The crews could send messages from the International Space Station.
 - f. Could you visit the Aerospace control room?
 - g. Could I visit the Aerospace control room?
 - h. What will people have to do to survive on Mars?
 - i. Pathfinder could send a lot of information in one minute.
 - j. We might assist the launch of the new spaceship.
- II. Choose the most appropriate modal verb between might and may to complete each of the following sentences:
 - a. The chief of Aerospace Exploration Agency be around since his office is open.
 - b. The chief of Aerospace Exploration Agency be around, we never know.
 - c. I use your telescope to see the International Space Station?
 - d. She be sent on mission in the space, she has got all the necessary trainings.
 - e. His son come back soon since his mission on the International Space Station was cancelled.

5.4.5. Sounds and Spelling

1. Rewrite the following paragraph by correcting misspelled words

Most of the satellites of the planets and the asteroids revolve around the Sun in the same direction, in nearly circular orbits. When looking down from above the Sun's North Pole, the planets orbit in a counter-clockwise direction. The planets orbit the Sun in or near the same plane, called the ecliptic. Pluto is a special case in that its orbit is the most highly inclined (18 degrees) and the most highly elliptical of all the planets. Because of this, for part of its orbit, Pluto is closer to the Sun than is Neptune. The axis of rotation for most of the planets is nearly perpendicular to the ecliptic. The exceptions are Uranus and Pluto, which are tipped on their sides.

2. Practise reading the words in activity 1 above. You can use the dictionary to check their pronunciation.

The words in activity 1 above are read as follows:

- Mars / mɑ:z /
- Capsules / 'kæpsju:lz /
- Robot / 'rəʊbɒt /
- Planet / 'plæɪt /
- Extinction / ɪks'tɪŋkʃən /
- Tandem / 'tændəm /
- Launched / lɔ:ntʃt /

3. Read and give phonological transcription of the following words

- | | |
|------------------|--------------|
| a. Ecliptic | d. Comet |
| b. Intergalactic | e. Meteoroid |
| c. Asteroid | |

5.5. UNIT SELF- ASSESSMENT

5.5.1. Comprehension and Vocabulary

Women’s Role in Space Travel

NASA’s Kennedy Space Center celebrated Women’s History Month by inviting employees to hear a panel of leaders and directors from NASA’s past and present. All successful women discussed the stories of their lives and careers with the agency.

George Jacobs, deputy director of Center Operations, was Master of Ceremonies for the event held March 26 in the Kennedy Learning Institute. NASA is “no longer a ‘good all boys’ network,” he observed as he introduced the distinguished panel.

Providing their insights were Kennedy directors Josie Burnett of the International Space Station Ground Processing and Research Project Office, Nancy Bray of Center Operations, and Digna Carballosa of Human Resources. Also participating was Rita Willcoxon, former director of Launch Vehicle Processing, now retired from NASA and employed by General Electric Transportation in Melbourne, Florida.

Gordy Degear, program analyst in the Office of the Center Director and facilitator for the program, opened the discussion by asking the panellists what brings them happiness. All agreed that family fulfilled them and made their time away from home worthwhile.

Burnett recalled a time when her three-year-old grandson recognized her in a photo posted online, in which she was shaking hands with NASA’s Robonaut before it was flown to the International Space Station. He was delighted. It made me proud that he’s proud of the work I do,” she said.

Degear next asked the panelists to describe the changes they had witnessed during their careers.

Willcoxon recalled that Joann Morgan and Ann Montgomery were the only women in technical management positions when she started working at the center. Morgan, an engineer, was the only woman during the Apollo launches who supported the countdowns from the firing room; Montgomery was the first woman assigned as a flow director for a space shuttle, the orbiter Columbia.

At the moment, Kennedy’s Executive Team is made of ten men and nine women, including Kennedy’s Deputy Director Janet Petro and Chief Financial Officer Susan Kroskey. After commenting that three of Kennedy’s four primary programs and

projects are led by women, Bray got a positive response from the largely female audience when she observed “women are taking us into outer space.”

How can we keep this trend growing? By encouraging girls to study the STEM disciplines in school that is science, technology, engineering and mathematics which are the components of NASA’s education initiative, all agreed. Students generally decide “by the fifth grade whether to go into STEM fields,” Carballosa commented.

“The percentage of girls going into engineering hasn’t changed in 15 years,” Willcoxon said. We should “look for ways to inspire girls to go into engineering,” she suggested. Burnett concurred and raised the question educators ponder of whether engineers are “born or derived.”

Degear asked the panelists if, in looking back over their careers, there was anything they would do differently.

Bray said that she learned it is important to give employees ample career-development opportunities and found IDPs helpful, bringing a playful groan from the audience. The IDP, or individual development plan, is a tool NASA uses to clarify an individual’s long-term career goals. While requiring upfront thoughtful introspection, the plan is valuable in identifying an employee’s future steps on her career path.

Carballosa got a chuckle from the audience when she suggested that she would “learn to delegate earlier.” Women have a tendency to do everything themselves, she explained, and in doing so may deprive their employees of valuable learning experiences. She encouraged everyone to strive to remain relevant to the organization.

“Staying relevant is a personal commitment one makes in whatever role we happen to be in,” Carballosa said. “If you need help linking your job to the mission, challenge your supervisor to help you make this connection.”

The event was planned and implemented by members of Kennedy’s Federal Women’s Program (FWP).

By Kay Grinter

NASA’s John F. Kennedy Space Center Last Updated: Aug. 7, 2017

Editor: Anna Heiney

<https://www.nasa.gov/content/role-in-space-travel-highlights-womens-history-month> retrieved on 25th March 2018

Read the text on pages 126-127 and answer the questions below:

1. Which event is being celebrated in this passage?
2. Discuss the meaning of this statement; "NASA is no longer a 'good ole boys' network." As in paragraph two.
3. Basing on Burnett's experience, explain how a little child can encourage his/her parents to pursue their career.
4. In one paragraph, explain what should be done to increase the number of women who participate in space exploration.
5. Why do you think Carballosa got a chuckle from the audience?
6. Give the meaning of the following words in the context of the above passage.
 - a. ...career...(paragraph one)
 - b. ...flown...(paragraph four)
 - c. ...engineer...(paragraph five)
 - d. ...space shuttle...(paragraph five)
 - e. ...ample...(paragraph nine)

5.5.2. Grammar and Phonology

- I. Use the appropriate form of the verbs given in the brackets to fill in the gaps
 - a. The Aerospace Agency.....two spacecraft in the space yesterday. (send)
 - b. The Aerospace Agencytwo spacecraft in the space since 2016. (send)
 - c. Many orbits.....since last year. (make)
 - d. The new satellite.....just..... (launch)
 - e. A lot of women.....on mission in the space since the Valentina Tereshkova's mission in 1963. (go)
 - f. A lot of women..... on mission in the space last year. (go)
- II. Choose the most appropriate modal verb among might, may, could or will be have to complete each of the following sentences.
 - a. The NASA.....launch another spacecraft in the space, we never know.
 - b. The NASA.....launch another spacecraft in the space since the space shuttle is ready.

- c. The crews..... post updates to social media from the International Space Station.
- d. Space Agenciesinvest more money in space exploration if they want to colonise another planet one day.
- e. Sojourner send 550 images and about 8.5 million temperature, pressure and wind measurements after travelling 100m only.

III. Give the phonological transcription of the following words:

- a. Spacecraft
- b. Astronauts
- c. Telescope
- d. Satellite
- e. Galaxy

5.5. 3. Summary

In 80 words, summarise the passage on pages 126-127 focusing on role of women in space exploration.

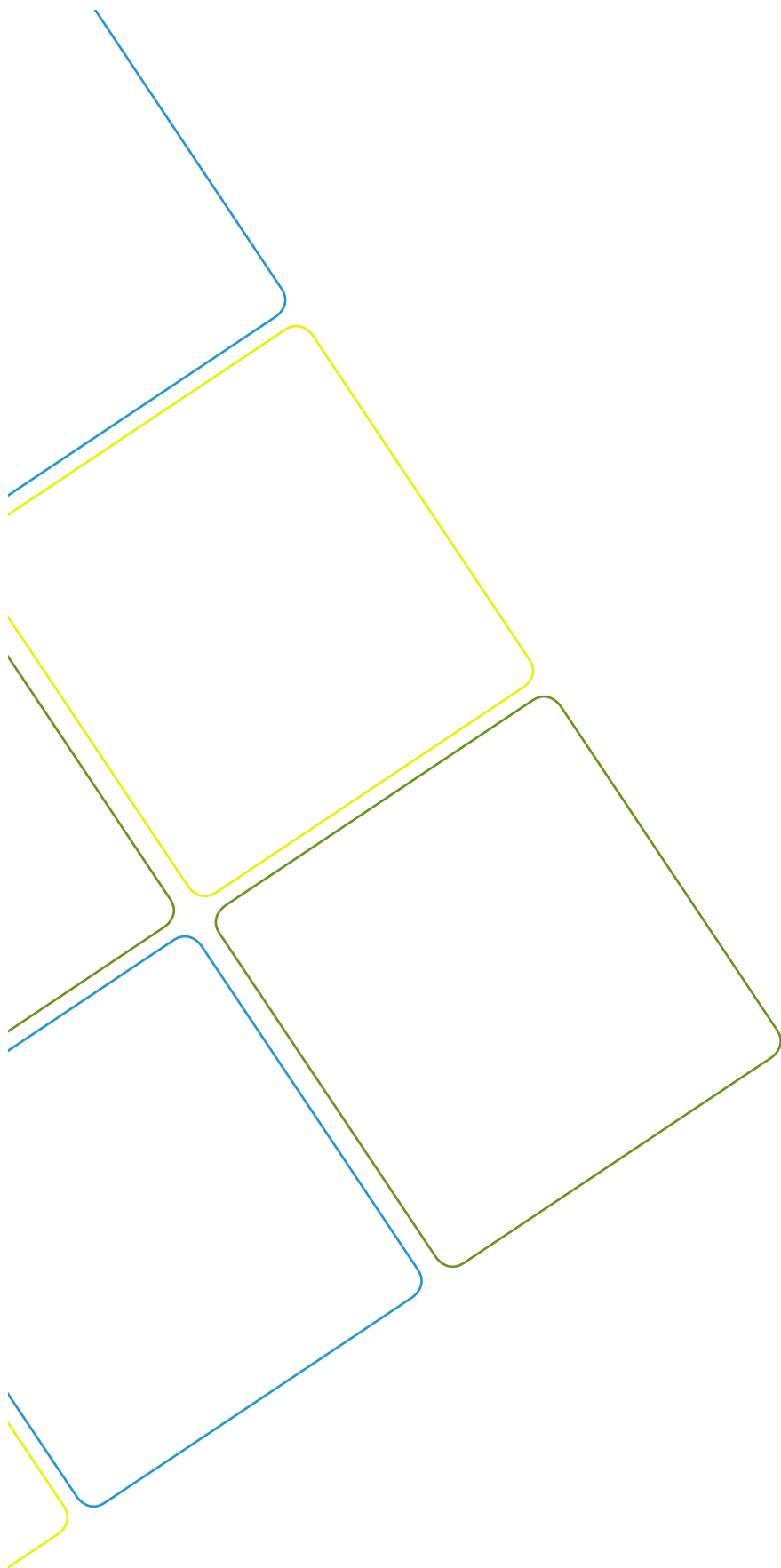
5.5. 4. Essay Writing

Carry out research and write a 250 word essay on this topic: "Future perspectives of space travel".



UNIT 6

MONEY



UNIT 6: MONEY

Key Unit Competence:

Language use in the context of money

Introductory activity:



Fig.1 Yuri Gagarin the first human being travel



Fig.2 The solar system to

Answer the following questions:

1. Assume that you won one million Rwandan francs in a lottery. Discuss three ways you could use this money.
2. Of what importance are taxes and budget for national development?
3. State three income generating activities.
4. Suppose that you earned any income from a given activity. Explain what percentage of it you would save and for what purpose.
5. What do you understand by:
 - a. Government Debt
 - b. Annual Deficit

6.1. Describing Types of Income

6.1.1. Reading and Writing: Types of Income

There are three main types of income: earned, portfolio and passive. There is also a small subset of passive income called non-passive income.

Earned income is a direct result of your labour. This income is usually in the form of wages or as small business income. Portfolio income is income generated from selling an asset, and if you sell that asset for a higher price than what you paid for it

originally, you will have a gain. Depending on the holding period of the asset, and other factors, that gain might be taxed at ordinary income tax rates or capital gains tax rates. Interest and dividends are other examples of portfolio income. Portfolio income is not subjected to self-employment taxes, but it might be subjected to net investment income surtax.

Passive income bluntly is income that could continue to generate if you died. This type of income would continue to generate even if you decided to do nothing and sunbathe on some beach. Passive income includes rental income, royalties and income from businesses or investment partnerships where you do not materially participate. Passive income is also not subjected to self-employment taxes. But similar to portfolio income, it might be subjected to net investment income tax. So, if you own a rental house, the income generated from it is considered passive income.

Additionally, if you wrote a book and receive royalty checks, that income is also passive and not subjected to self-employment taxes. But, if you write several books and consider yourself a writer, then you are materially participating in your activity and your income is earned income. Then you would pay self-employment taxes on that income.

But there is another funny thing. There is another type of income generated from an activity in which you materially participate. This is considered non-passive income. It is not necessarily earned income and it is not passive income. It is something in between, but definitely without the social security and medical tax element.

Adapted from https://www.watsoncpagroup.com/kb/three-types-of-income_263.html Retrieved on March 20th, 2018

Read the text on pages 130-131 and answer the following questions

1. State and explain the types of income.
2. Based on the above text, state income generating activities that the youth (boys and girls) can participate in.
3. Explain the cases in which writing books can be:
 - a. Earned income
 - b. Passive income
4. Match the words or phrases in Column A with their corresponding meanings in Column B of the table below. In your exercise notebook, write your answers in complete sentences.

Example:

The word 'tax' means a compulsory contribution to state revenue, levied by the government on workers' income and business profits.

Column A	Column B
Income	A property owned by an individual other than the resident and for which the owner receives payment from the occupant in return for occupying or using the property.
Holding period	Money paid to an author or composer for each copy of a book sold or for each public performance of a work.
Capital gain	Sit or lie in a place where the sun shines on you, so that your skin becomes browner.
Dividend	A way of saying or doing something in a direct and truthful manner without trying to select words that are nice to hear.
Surtax	The state of working for oneself as a freelance or the owner of a business rather than for an employer.
Bluntly	The time between an asset's purchase and its sale.
Sunbathe	Money that an individual or business receives in exchange for providing a good or service or through investing capital.
Royalties	A share of the after-tax profit of a company, distributed to its shareholders according to the number and class of shares held by them.
Rental house	An increase in the value of a capital asset that gives it a higher worth than the purchase price.
Self-employment	An additional tax on incomes higher than the level at which ordinary tax is paid

6.1.2. Application Activities

- I. Summarize the types of income as detailed in the above passage. Apply the rules for summary writing.
- II. Write a 350 word composition focusing on how men and women relate in a complementary manner, on the following Topic:
- III. "Both wives and husbands should participate in income generating activities."

6.1.3 Sounds and Spelling

Having in mind the importance and use of stress in the English language, practice the pronunciation of the words below found in the above text. You can use a dictionary if you find it necessary.

- | | |
|---|------------------------------|
| a. Portfolio /pɔ:t'fəʊliəʊ / | f. Sunbathe / 'sʌn,beɪð / |
| b. Surtax / 'sɜ:tæks / | g. Subjected / səb'dʒektɪd / |
| c. Labor / 'leɪbə / | h. Bluntly / 'blʌntlɪ / |
| d. Income / 'ɪŋkʌm / | i. Royalty / 'rɔɪəltɪ / |
| e. Self-employment / self-
ɪm'plɔɪmənt / | j. Dividend / 'dɪvɪdənd / |

6.2. Describing Tax and Incomes

6.2.1. Reading and Writing: The Use of Taxes

In order to provide the citizens with all their needs, the government must generate enough finance. As we all know the government is responsible for providing the people with several services that they need. These include hospitals, sanitation, roads, schools, etc.

The government should build hospitals and provide different health services to the public. It is still its responsibility to establish linkages of communication and transportation to different places throughout the country. The government should ensure security to the people by providing the armed forces the armaments as well as establishing national defense programs. In food security; still the government should contribute to the production of sustainable food for the people.

The government should establish proper sanitation for a clean environment. In the maintenance of natural resources; it is the responsibility of the government to protect and utilize natural environment. The government is also responsible for the sustenance of energy supply for the country's use. These are just some of the many functions of the government.

In order to deal with all of these, the government needs a huge amount of money to cater for all the finances. All the above mentioned services need fund to run. The funds for paying the workforce such as doctors, teachers, soldiers and other professionals that are hired by the government for their services, are very much needed.

How does the government produce funds for this? The answer is through the method of taxation. Taxes are collected by the government from different people, establishments, organizations, companies and institutions all over the country. Taxes

are collected from products or services on the market and with these the government is able to produce fund for all its expenses. Because of further needs of fund and to be able to provide better services, government officials realize that there is a need to collect more taxes. With this the VAT or value added tax was implemented in the taxation programme.

As they say, VAT assures us that better services will be implemented by the government as they collect additional funds from taxes taken from taxpayers. The VAT calculation has been made and we can see this as we purchase items or services from different establishments, or in malls or stores. With this, the public expected that there would be better services that are way ahead. The VAT calculation that we can see from the products or services that we purchase allows us to see how much we provide to bring our contribution to the government.

Adapted from <https://businessandfinance.expertscolumn.com/uses-taxes-economy> Retrieved on March 20th, 2018

Read the above text and answer the following questions

1. According to the text on pages 133-134, what is the importance of taxes?
2. State and explain five uses of taxes.
3. As a good citizen of Rwanda, explain the right attitude towards paying taxes.
4. Based on what you have read in this text, advise people who still try to avoid paying taxes.
5. Considering the importance of taxes for the country, explain why fraud is a crime.
6. Referring to the text above, construct one sentence with each of the words and phrases below.
 - a. ... financing ... (paragraph one)
 - b. ... sanitation ... (paragraph two)
 - c. ... linkages of communication..... (paragraph two)
 - d. ... sustainable ... (paragraph two)
 - e. ... sustenance ... (paragraph three)
 - f. ... to deal with ... (paragraph four)
 - g. ... cater for ... (paragraph four)
 - h. ... implemented ... (paragraph five)
 - i. ... additional fund ... (paragraph five)
 - j. ... purchased ... (paragraph five)

Find the synonyms of the words in the first column and fill in the table below.

Word or phrase	Synonym
Cater for	
Sustenance	
Sustainable	
Linkage	
Purchase	
Establishment	
Huge	
Soldiers	
Armaments	
Sanitation	

6.2.2. Sound and Spelling

Practise the pronunciation of the words and phrases below. Pay attention to where you put stress. You can use a dictionary where necessary.

1. Sanitation / ,sæni'teɪʃən /
2. Linkage / 'lɪŋkɪdʒ /
3. Sustainable / sə'steɪnəbəl /
4. Sustenance / 'sʌstənəns /
5. Cater for / 'keɪtə fɔː /
6. Purchase / 'pɜːtʃəs /
7. Establishment / ɪs'tæblɪʃmənt /
8. Soldiers / 'səʊldʒəz /
9. Huge / hjuːdʒ /
10. Armaments / 'ɑːməmənts /

6.2.3. Application Activities

- I. Write a summary point out the uses of tax.
- II. Debate on the following motion: "Some governments don't need taxes to function."

6.3. Talking About Debts

6.3.1. Reading and Writing: How to Manage Your Debt

It's nearly impossible to live debt-free these days. Most of us don't have ready cash to pay for our cars, homes or college costs. However, holding some amount of debt isn't necessarily a bad thing. A mortgage, for example, can provide you with certain tax advantages and may replace the rent you could otherwise have to pay. A student loan could help you earn a college degree that may lead to a rewarding career.

But what about taking on debts for things you don't need and couldn't afford-like an expensive handbag, a lake cruise or a new sports car? That kind of debt could put a real drain on your wallet, damage relationships and limit your ability to reach more important goals like saving for retirement. However, there are suggestions to help you think through what's best for you and your money.

Debt can pile up for all kinds of reasons. Paying it down can be pretty straightforward but for that to happen you have to be honest about your spending. Gather all your credit card, car and student loans, and other debt information. Then, you should make a note of the balance, interest rate, due date, the minimum payment and how long it will take to pay off the balance for each. This could help you put your spending into perspective so you can start developing a plan to get yourself in better financial shape. If you are married or have a partner, you should ask your loved one to do the same so you could work together at reducing your debt.

Rather than lamenting that you have too much debt, you should imagine how much better your life could be if you had less. Then you should set specific financial goals with a focus on debt reduction. For example, you would decide not to take on any new credit until your current bills are totally paid off. You should put as many of your credit card and/or loan payments on auto-pay from your checking or savings account as you can. That way, you will be sure to avoid any sky-high late fees.

If you can't pay all your debts each month, you should prioritize what you can pay. Give high priority to debts secured by a house or car, necessities like utilities and debts you couldn't discharge, including student loans. Then you should tackle unsecured debt like credit cards. Generally speaking, you will want to identify the credit card with the highest interest rate and pay that one off first. That way, you would save yourself money by avoiding unnecessary and excessive interest rate charges over the life of your debt.

Also see if you can obtain a lower interest rate by calling your credit card company. Often, they will reduce your interest rate to keep you from transferring your credit card balance to a competitor. If that didn't work earlier, you should transfer your balance to a credit card with a substantially lower interest rate. But first make sure

you understand if a balance-transfer fee applies and what the interest rate will be when the introductory rate ends, typically a year to eighteen months after the first billing cycle closes.

In case you paid off the first card, you should use the “snowball effect” to keep going. You could take every penny you were putting toward the first card’s payment and add it to what you were paying on the card with the next highest interest rate. When that card is paid off, do the same thing with the next card, and so on. Going forward, commit to paying every balance in full each month and living within or below your means.

It may seem old fashioned, but you should avoid paying with plastic and start using cash, check or debit card instead. Sure, it will take a little extra planning to make sure you have sufficient cash in your wallet, but if you did so, it could help you clearly connect to where your money goes each day. It would also help you avoid impulse purchases and other unhealthy spending.

Many people believe they don’t have enough money to put toward debt reduction. A spending calculator or a simple budget could help you find the “fat” in your spending and redirect those funds to reducing your debt more quickly. Ask yourself: Do I really need a latte every morning, special cell phone services, premium cable or that new designer shirt? Sticking to a budget isn’t easy, but if you found ways to save small amounts and add them together, you could be able to pay off your debt that much faster.

Paying off debt isn’t a free pass to put your retirement savings on hold. Even if you regularly paid a high interest rate on your credit card debt, the fifty percent match on your retirement savings would make your retirement plan contribution the better deal. Most important, if you find you owe more than you can manage, don’t be reluctant to get help. You should have an experienced financial professional to guide you through the process of eliminating your debt. That could also make a difference.

Adapted from <https://www.northwesternmutual.com/life-and-money/how-to-manage-your-debt-7-steps-to-take/> Retrieved on March 21st, 2018

Read the above text and answer the following questions

1. Distinguish between reasonable and unreasonable debts as highlighted in the first two paragraphs.
2. What should a married couple (husband and wife) do to support each other in reducing debts that would be a threat to their family budget and saving planning?

3. According to the above passage, state at least five strategies that can help avoid or reduce debts.
4. What is the importance of paying off one's debts?
5. After reading this text, explain why it is difficult to live debt-free these days.
6. Find the meanings of these words as they are used in the text that you have just read.
 - a. ... mortgage ... (paragraph one)
 - b. ... drain ... (paragraph two)
 - c. ... sky-high late ... (paragraph four)
 - d. ... lamenting ... (paragraph four)
 - e. ... substantially ... (paragraph six)
 - f. ... penny ... (paragraph seven)
 - g. ... snowball effect ... (paragraph seven)
 - h. ... latte ... (paragraph nine)
 - i. ... high interest rate ... (paragraph ten)
 - j. ... reluctant ... (paragraph ten)
7. Look carefully at the words and phrases below. They are taken from the above text. Search for their meaning from the dictionary and construct one meaningful sentence with each of them focusing on the context of money.
 - a. ... rewarding career ... (paragraph one)
 - b. ... straightforward ... (paragraph three)
 - c. ... discharge ... (paragraph five)
 - d. ... utilities ... (paragraph five)
 - e. ... impulse purchase ... (paragraph eight)

6.3.2. Listening and Speaking : Debate

The motion: "It is impossible to live debt-free nowadays."

6.3.3. Language structure: The Second Conditional with Modal Verbs

Conditional sentences in English are used to talk about events and their results. The second conditional is the present hypothetical conditional. Hypothetical means imaginary or not real.

We use the second conditional when we want to imagine that the present, right now, is different than it really is. We wish that our present situation, or someone else's present situation was different. It is possible but very unlikely, that the condition will be fulfilled for things are to or will change.

We use the simple past in this case even though we are talking about a present situation.

The second conditional sentence structure:

If + simple past, would + verb

- In the second conditional, when the verb in the if-clause is a form of the verb to be, we use for example were instead of was. Note that this use of were, is recommended with all subjects.
- The sentence can begin with an if-clause or a main clause. If the sentence begins with an 'if-clause', put a comma between the if-clause and the main clause.

Example

1. What would you do if you won one billion Rwandan francs in a lottery?
2. If I won the lottery, I could take my family on a trip around the world.
3. I would buy a new car if I had more money.
4. If I were a president, I shouldn't cut taxes.

6.3.4. Application Activity

Construct ten meaningful sentences using would, could, should, and might interchangeably to express possibility with the second conditional. Make sure your sentences are built in accordance with the context of money

6.4. Talking About Budget and Savings



6.4.1. Picture Observation and Interpretation

Observe the pictures above and discuss what the people in the pictures are doing.

6.4.2. Reading and Writing: How to Budget and Save Money?

Budgeting and saving money doesn't come naturally to many people, for obvious reasons: it's easy and tempting to spend money on non-essentials, even if your budget is tight. It's all about awareness. Many people discovered that if they had had enough information, they would have been successful in their budgeting and saving plan. So how can you get on track with a realistic budget and save money?

There are steps you should have taken to reorganize your finances, prioritize your spending, deal with any debt you may have, and reduce your taxes if you had discovered the easy way. These strategies, taken together, have the very real potential to improve your financial situation. You may never prosper financially until you develop a realistic budget and stick to it. Such a budget should take care of indulgences and emergencies.

Budgeting for your money is the cornerstone of a sound financial plan. If you had scoffed at the idea of creating a budget, after all, you should have known what you spend every month, especially on big-ticket items like rent/mortgage or car payment. But try this anyway: Creating a budget and then following it can help you spot areas where you are spending more than you earn. Here you will find tips on how to create a budget and track expenses along with other money management techniques.

Developing your budget will help you spot areas where you are spending more than you realized. But the next step is more difficult: cutting down your spending on unnecessary items. This will require some soul-searching on items both large and small. For example, do you really need a five dollar coffee every morning? Some will

say yes, while for others the answer is no. You could have done with a smaller, older car if you had realized the outcome. Instead of an expensive vacation this summer, could you try a staycation, where you stay home (much cheaper) and relax there?

All these choices are very personal and many factors come into play, so there's no right answer for most of them. But if you had laid them out, they would have helped you prioritize your spending, and spot places where you can save money.

Few people get far in adulthood without accumulating some form of debt: credit cards, student loans, car loans, and mortgage payments are common. In fact, debt could have been a good thing, if we had used them wisely (who has the money to buy a house outright?). Credit cards and other forms of debt can be an essential part of your financial toolbox, but you must exercise care when using these tools. Understanding the difference between good debt and bad debt will go a long way in making sure you create and maintain a good credit history.

To build wealth, you have to start somewhere. Therefore, the ability to save money is the cornerstone of building wealth. In order to save money, you need to spend less than you earn. This may seem obvious, but so often, it's easier said than done. Things could have changed for the better if people had done it this way. Fortunately, there are several devices you can use when beginning to save money, even when your budget is tight.

The most important of these is automatic savings. If you had opened a savings account, and set up your checking account, you should have automatically transferred a set amount each month into your savings account. You don't have to transfer much money, start with whatever your budget can afford. But making this automatic and then resisting the urge to spend the money impulsively will get you on the road to long-term savings.

Nobody likes paying taxes, but they are an important aspect of any financial plan. Even if you don't make much money, you might be surprised to learn how certain tax strategies and decisions can impact your finances. Learning how to minimize the impact that taxes have on your finances can ensure that more money is going into your pocket and being put to use towards your financial goals.

***Adapted from <https://www.thebalance.com/how-to-budget-and-save-money-in-5-easy-steps-4056838>
Retrieved on March 21st, 2018***

Read the text above and answer the questions below:

1. State two ways explained in paragraph one that can help avoid spending money on non-essentials.

2. Explain how reasonable budget improves one's financial situation. Of what importance is a reasonable debt?
3. Discuss three strategies that one should take to save money.
4. Study the meanings of the words and phrases below used in this text. Then build one correct sentence with each of them:
 - a. ... financial plan ... (paragraph three)
 - b. ... cornerstone ... (paragraph three)
 - c. ... mortgage ... (paragraph three)
 - d. ... soul-searching ... (paragraph four)
 - e. ... made do with ... (paragraph four)
 - f. ... staycation ... (paragraph four)
 - g. ... financial toolbox ... (paragraph six)
 - h. ... devices ... (paragraph seven)
 - i. ... urge ... (paragraph eight)
 - j. ... afford ... (paragraph eight)
5. Find antonyms for each of the following words from the above passage:
 - a. ... tight ... (paragraph one)
 - b. ... indulgence ... (paragraph two)
 - c. ... scoff at ... (paragraph three)
 - d. ... spot ... (paragraph three)
 - e. ... impulsively ... (paragraph eight)

6.4.3. Application Activity

Write a 350 word composition focusing on the importance of budgeting and saving.

6.4.4. Listening and Speaking: Oral Discussion

Discuss the importance of budget and saving at the family level.

6.4.5. Language Structure: The Third Conditional with Modal Verbs

1. The Third Conditional refers to situations in the past.
2. An action could have happened in the past if a certain condition had been fulfilled.
3. Things were different then, however.
4. We just imagine, what would have happened if the situation had been fulfilled.

The Structure of the Third Conditional:

If+ past perfect, would have+ past participle

Example

1. If she had saved more money, she couldn't have been in debt.
2. He could have had more money in reserve if he had spent less.
3. If she hadn't spent so much on rent, she should have saved more.
4. He couldn't have owed so much if he had been more careful with his money.
5. If Kamana had had an idea about budgeting, she could have used her money wisely.

6.4.6. Application Activity

Construct five correct sentences with the Third Conditional. Your sentences should be related to the context of money.

6.5. Describing Government Debt and Annual Deficit

6.5.1. Reading and Writing: Debts and Budget Deficit

A budget deficit is when spending exceeds income. The term usually applies to governments, although individuals, companies, and other organizations can run deficits as well. There are immediate penalties for most organizations that run persistent deficits. If an individual or family does so, their creditors come in.

As the bills go unpaid, their credit score plummets. That makes new credit more expensive. Eventually, they may declare bankruptcy. The same applies to companies who have ongoing budget deficits. Their bond rating falls. When that happens, they have to pay higher interest rates if they are to get any loans.

Governments are different. They receive income from taxes. Their expenses benefit the people who pay the taxes. Government leaders retain popular support by providing services. If they want to continue being elected, they will spend as much as possible. That's because most voters don't care about the impact of the debt.

Government bonds finance the deficit. Most creditors think that the government is highly likely to repay its creditors. That makes government bonds more attractive than riskier corporate bonds.

As a result, government interest rates remain relatively low. That allows governments to keep running deficits for years.

Each year the deficit adds to a country's sovereign debt. As the debt grows, it increases the deficit in two ways. First, the interest on the debt must be paid each year. This increases spending while not providing any benefits. If the interest payments get high enough, it creates a drag on economic growth, as those funds could have been used to stimulate the economy.

Second, higher debt levels can make it more difficult for the government to raise funds. Creditors become concerned about a country's ability to repay its debt. When this happens, they demand higher interest rates rise to provide a greater return on this higher risk. That increases the deficit each year.

It becomes a self-defeating loop, as countries take on new debt to repay their old debt. Interest rates on the new debt skyrockets. It becomes ever more expensive for countries to roll over debt.

If it continues long enough, a country may default on its debt.

Adapted from <https://www.thebalance.com/budget-deficit-definition-and-how-it-affects-the-economy-3305820> Retrieved on March 22nd, 2018

Read the text on pages 143-144 and answer the questions below:

1. Explain how a budget deficit occurs and the effect that it has on the debtor's credit score.
2. Discuss two impacts that cumulative deficit has on the sovereign debt.
3. How does increasing deficit affect the interest rates of the debt?
4. According to what you have read in the above passage, what is the right attitude that you would adopt about taxes if you were a taxpayer?
5. You came across the words in Column A of the chart below while reading the above passage. Carefully study them and match them with their corresponding meanings in Column B. Then write one correct sentence with each of them in your exercise notebook.

Word	Meaning
Deficit	A legal proceeding involving a person or business that is unable to repay outstanding debts.
Plummet	The amount of money that a country's government has borrowed, typically issued as bonds denominated in a reserve currency.
Creditor	An increase in the capacity of an economy to produce goods and services, compared from one period of time to another.
Bankruptcy	To increase suddenly by a very large amount.
Sovereign debt	The total amount by which money spent is more than money received.
Economic growth	Decrease rapidly in value or amount.
Skyrocket	A person to whom money, goods or services are owed by the debtor

6.5.2. Summary Writing

In an 80 words paragraph, summarize the above passage explaining Government debt and Annual deficit.

6.5.3. Listening and Speaking

Discuss about the impact of persisting deficit on national economy growth.

6.6. UNIT SELF-ASSESSMENT

6.6.1. Comprehension and Vocabulary

The importance of saving

As parents, it is your obligation to teach your children about some life lessons, including saving money at an early age of life. You have to show them the true value of money and ensure that you are setting a good example to them as well.

Being frugal is one thing you need to inculcate to your children. However, be careful on how you approach this lifelong experience. You must be cautious on not going overboard with frugality, for it might send your children the wrong impression. Simply show them real-life situations to make them understand more what frugality means.

Apparently, being frugal is not just a lesson, rather a lifestyle. It needs to be part of each family's daily life. Hence, here are some reasons why it is important to save money for your family:

As a family, there will always be some unforeseen expenses that will come your way. Your car might need some repair, an appliance needs to be replaced, or your children have some school expenses to be paid. Worse, if you encounter a legal matter, like domestic violence, and this will certainly cost you a lot. It is better that you have money at hand. At the same time, learn to seek help from the experts, like lawyers regarding this matter as money will not be enough if you don't have knowledge on this issue. Whatever the reason might be, you have to ensure that you're able to save money for these unpredictable scenarios.

No matter how much we want to get rid of emergencies, they still do happen. In case an emergency happens to your family, you have to be prepared for it financially. When a family member gets sick or gets involved in an accident, then you have to get ready for the expenses. Most of the time emergencies can be costly, so it is really important that you have savings. This way, you can be sure that you are able to pay for the cost right away.

Always remember that whatever your children see from you has an impact to them. If you want them to do good at all times, then you have to be a good role model to them. They will actually learn more from your actions than your words, so always watch your actions. Teaching them about controlling spending should start with you and you can pass it on to them.

By saving money today, you will be able to improve your life in the future. There is nothing more important than having a peace of mind and not worrying about your life in later years because you don't have savings. Thus, you can start saving now for your family and reap the fruit of your sacrifices at the right time.

All in all, saving money for you and your loved ones should be one of your top priorities in life. With the useful tips mentioned above, you are sure enough that you can overcome any problems or emergencies that will come along the way as well as be able to secure the future of your entire family.

*Adapted from <http://missfrugalmommy.com/the-importance-of-saving-money-for-the-family/>
Retrieved on March 25th, 2018*

Read the text on pages 146-147 and answer the questions below:

- I. After reading the above text, explain how parents can inculcate the culture of saving into their children.
- II. State three reasons why it is very important to save money.
- III. According to the above text, what is the right time to start saving and why?
- IV. Build a correct sentence with each of the words and phrases below. They have been taken from the above text.
 - a. ... frugal ... (paragraph two)
 - b. ... overboard ... (paragraph two)
 - c. ... unforeseen ... (paragraph four)
 - d. ... appliance ... (paragraph four)
 - e. ... get rid of ... (paragraph five)
 - f. ... reap ... (paragraph seven)

6.6.2. Grammar and Phonology

- I. Choose the correct tense and form of the verbs in brackets paying attention to the appropriate type of conditional sentence that applies in order to complete the sentences below:
 1. She (owe) so much if she had been more careful with her money.
 2. If Munyana (know) the importance of taxes, she would pay them on time.

3. My uncle should have saved money for his retirement if he (have) income generating activities.
 4. Families (solve) many of their financial problems if they applied strategies about budgeting and saving.
 5. If they had paid their debts on time, they (declare) bankrupt
 6. Maina (fail) in her business if she avoided fraud.
 7. If Musoni had listened to his wife, he (have) all these problems with his creditors.
 8. I would collaborate closely with Rwanda Revenue Authority if I (be) a taxpayer.
 9. If Nyarwaya had spent less, he (save) more money for emergencies.
 10. My father (be) in debt if he didn't borrow so much.
- II. Read the following words and phrase aloud and correctly. Put the stress at the right place where necessary.
1. Frugal
 2. Overboard
 3. Unforeseen
 4. Appliance
 5. Reap

6.6.3. Summary

Carefully read the passage that follows, then write a 70 words paragraph summarizing the objectives and importance of taxes.

Objectives and importance of tax

There are many responsibilities of the state to its countrymen. The State is represented by the government. Hence, the government of any country performs a number of activities in order to maintain law and order, peace and security, satisfying the requirement of basic needs and public utilities etc.

It also initiates various development programmes and maintains diplomatic and friendly relations with other nations in the world. In order to carry out all these activities and discharge its overall responsibilities towards the people, it needs sufficient revenue. Such a revenue is known as government or public revenue.

Government revenue is collected through various sources according to the provisions of the financial acts, rules and regulations. Among them, tax is the main source of collecting the government revenue.

The concept of tax was initiated with a view to generate government revenue in its very beginning stage. In course of time, it has been utilized for various purposes. The first objective was to raise government revenue for development and welfare programmes in the country. The second was to maintain economic equalities by imposing tax to the income earners and improving the economic condition of the general people. The third was to encourage the production and distribution of the products of basic needs and discourage the production of harmful ones. The last was to discourage import trade and protect the national industries.

Tax is a major source of government revenue and it contributes for the overall development and prosperity of a country. Taxes are important since they enable the government to raise revenue in terms of income tax, custom duty, excise duty, entertainment tax, VAT, land revenue tax and so on from various sectors in order to initiate development and welfare programmes. Secondly, through taxes, the government maintains economic stability by reducing economic inequalities. The government ensures that there is equitable distribution of wealth by way of imposing tax to the income earners and improving the economic condition of the general people.

Thirdly, the government regulates the economic sectors into the right direction by encouraging the production and distribution of useful goods and discouraging the harmful products by imposing high tax rate on them. In addition, through a good taxation system, the government builds and strengthens the national economy by encouraging and protecting national industries and promoting export trade. Finally, the government reduces regional economic disparity by encouraging the entrepreneurs to establish industries in remote and backward regions by giving tax exemptions, rebates and concessions etc.

Adapted from <http://www.wisenepali.com/2014/12/importance-of-tax-types-and-objectives.html> Retrieved on March 25th, 2018

6.6.4. Essay Writing

Write an essay of not less than 300 words on the following topic: "Saving saves Life".





UNIT 7

DEVELOPMENT TRENDS IN RWANDA

UNIT 7: DEVELOPMENT TRENDS IN RWANDA

Key Unit Competence:

Language use in the context of development trends in Rwanda

Introductory activity:

Answer the following questions:

1. Discuss about the contribution of the mining sector to Rwanda's economic growth?
2. What is the importance of tourism in the economic development of Rwanda?
3. Do you think government agencies like Rwanda Revenue Authority are of any value to national development?

7.1. Describing Economic Development in Rwanda

7.1.1. Reading and Speaking

Rwanda is a landlocked country situated within East African region, but geographically located in the central area of the continent. It is one of the world's most densely populated countries. According to the World Bank, the country's gross domestic product (GDP) in 2012 was estimated at US \$ 7.1 billion, with a sustained annual economic growth rate of more than 8% since 2005. The GDP per capita has increased from US \$ 200 in 1994 to US \$ 595 in 2012.

The service sector has been steadily growing to become the current major contributor to the country's GDP at 46%, followed by agriculture at 32% and industry at 16%. More than 85% of the country's workforce is in the agricultural sector, which has for long been the engine of the economy. Tea and coffee are the major country's exports. However, tourism is the principal generator of foreign currency, with US \$ 282 million in 2012 and US \$ 251 million in 2011. During that year, investment registered in the country totaled US \$ 626 million, compared to the set annual target of US \$ 550 million and overall exports increased from US \$ 454 million to US \$ 639 million the same year.

By the end of the 1994 Genocide against the Tutsi, the country's economy was utterly destroyed. The proportion of population below the poverty line rose from 53% to 70 % between 1993 and 1997. Humanitarian aid together with the efforts of the Rwandan Government to rebuild the country's economy produced positive results

after implementing an extensive program of privatising state-owned enterprises as advised by the World Bank.

This was intended to minimise the syphoning of government resources into the accounts of corrupt individuals. These reforms resulted in a GDP growth of 9% and 13% in 1995 and 1996 respectively.

Consequently, the government of Rwanda embarked on an ambitious development agenda known as Vision 2020. Among the aims of Vision 2020 was to transform Rwanda into a knowledge-based, middle-income country by the year 2020. To match with global trends, in the year 2000 Rwanda also adopted the Millennium Development Goals (MDGs). It has since been appreciated as one of the highest achieving states in the world in terms of complying to the international development standards.

Similarly, in the year 1997, beginning with institutional reforms, Rwanda took on the journey towards economic transformation. The main objective was to increase efficiency and accountable use of public resources. The first aspect of these reforms consisted of restructuring the existing institutions. For example, the Ministry of Finance and Economic Planning (MINECOFIN) was created from the merger of two other ministries. In the same year, Rwanda Revenue Authority (RRA) was created-an independent body in charge of revenue collection to finance national expenditure. In 1998, the Office of the Auditor General (OAG) was created to monitor and ensure effective budgetary disciplines and accountability for public funds by all public institutions.

The Private Sector Federation (PSF) was created in December 1999 to promote and represent the interests of the business community in Rwanda. The Federation was charged with the responsibility of organising annual international trade fairs in Kigali and abroad. The main focus was strengthening the private and business sector.

In collaboration with the Ministry of Trade and Economic Planning, in 2008, the Private Sector Federation (PSF) drummed for the establishment of The Rwanda Cooperative Agency (RCA). This led to the birth of thousands of cooperative societies through which the PSF hoped to raise the standards of living of the ordinary people.

In the recent years, Savings and Credit Cooperatives (SACCOs) under the umbrella of the national microfinance sector have become a significant component of the country's economy. This has significantly contributed to economic development. In 2011, the balance sheet of these institutions recorded a 12.1% growth and constituted 37.6% of the financial sector's total assets.

Likewise, in 2008 Rwanda Development Board (RDB) was established as another major institutional reform intervention. RDB is a government agency created with a mission to fast-track economic development in Rwanda. RDB was to achieve greater coherence, accountability and efficiency within the public sector through the merger of nine agencies which were formally in charge of investment and export promotion, information technology, tourism and national parks, support to small and medium enterprises, commercial registration services and privatization.

As part of a broad effort to embrace information and communication technology as a tool for socio-economic development, Rwanda has digitalised the payment systems in the country to meet the requirements of the public and international standards. The National Bank of Rwanda put in place the Rwanda Integrated Payment Processing System (RIPPS), an integration of all pre-existing payment systems. RIPPS allows real-time processing of all electronic payments such as payment for utilities, communications, checks, as well as interbank direct debits. The system was implemented to reduce the time lag in payment processing through diverse platforms that existed before, and to mitigate systemic risk in the financial sector.

The Rwanda Social Security Board (RSSB) was established in 2011 following the merger of the Social Security Fund of Rwanda and the Rwanda Medical Insurance Agency. RSSB has the mandate to administer social security in the country through pension schemes, occupational hazard insurance and medical benefit insurance. RSSB is financed through the contributions of employees and employers. As a financial institution, RSSB is supervised by the National Bank of Rwanda and its activities are overseen by the Ministry of Finance and Economic Planning.

The second element that significantly contributed to the economic transformation of Rwanda is national poverty reduction strategies initiated since 2002 to drive Vision 2020. These policies have continued to evolve depending on the changing needs of the economy. The Poverty Reduction Strategy Paper (PRSP) was the first systematic economic assessment and led to establishment of the actions needed to reduce poverty. Between 2002 and 2006, poverty was reduced by two percentage points to 56.7% and extreme poverty fell by 4.2 percentage points from 40% to 35.8%.

During the decade from 2000 to 2010, Rwanda was the 10th fastest growing economy in the world, with an average annual GDP growth of 8.2%. The first Economic Development and Poverty Reduction Strategy with its strong policy reforms reduced extreme poverty by 12% between 2006 and 2011. Over the same period, the poverty headcount ratio declined from 56.7% to 44.9%. Foreign direct investments have been steadily increasing as well as exports. The World Bank ranked Rwanda as the second most reformed economy in the world over the last five years and the third easiest for doing business in Sub-Saharan Africa, as well the first in the East African Community in its 2012 Doing Business Report.

The new Economic Development and Poverty Reduction Strategy II (EDPRS II) intended to address economic challenges by capitalizing on economic transformation, led by a strong private sector, alleviating constraints to growth of investments, rural development and poverty reduction (2018 target of 30% poverty rate), and by productivity and youth employment targeting creation of 200,000 new jobs annually. There are on-going efforts to develop the country's services sector and to strategically position Rwanda as a future destination for foreign investors. Five sectors have been identified as priority areas.

These include information and communication technology and business outsourcing, tourism and conservation, logistics, the financial sector, the buoyant construction sector and the health care sector which are the major contributors to revenue collection.

Adapted from <http://www.rwandapedia.rw/explore/economic-development>, Retrieved on April 25th, 2018

Read the text on pages 152-155 and answer the following questions

1. To which extent have the following sectors contributed to Rwanda's economic development?
 - a. Service sector
 - b. Agriculture
 - c. Industry
 - d. Tourism
2. In a paragraph, explain the purpose of creating each of these institutions in Rwanda:
 - a. The Office of the Auditor General (OAG)
 - b. The Private Sector Federation (PSF)
 - c. The Rwanda Development Board (RDB)
 - d. Rwanda Revenue Authority (RRA)
3. In not more than 100 words, summarise the above passage pointing out Rwanda's economic transformation in terms of institutional reforms and its impact.
4. Discuss the meaning of the words and phrases below as used in the above passage. Thereafter, use each of the words to construct a meaningful sentence.
 - a. ... densely populated ... (paragraph one)
 - b. ... embarked on ... (paragraph three)
 - c. ... quasi-autonomous ... (paragraph four)
 - d. ... trade fairs ... (paragraph six)

- e. ... time lag ... (paragraph eight)
- f. ... mitigate ... (paragraph eight)
- g. ... evolve ... (paragraph ten)
- h. ... headcount ratio ... (paragraph eleven)
- i. ... alleviating ... (paragraph twelve)
- j. ... buoyant ... (paragraph twelve)

7.1.2. Application Activity

Conduct a research on the progress made in the agricultural sector in Rwanda since the year 2008. Then write a 300 word composition explaining the strategies laid down to develop that sector and the impact realised.

7.1.3. Language Structure: The Use of the Simple Past

The Simple Past is used for both recent and distant past actions. It is used to talk about actions or activities that have been completed, and are not still going on. It is used with past time expressions, such as 'yesterday, last year, at 2 o'clock, in 2003, a year ago,...'

Example

1. In 2000, Rwanda embarked on an ambitious development agenda known as Vision 2020
2. The Poverty Reduction Strategy Paper was the first systematic economic assessment in Rwanda.
3. Between 2006 and 2011, the poverty headcount ratio declined from 56.7% to 44.9%.

7.1.4. Sounds and Spelling

Reminder:

- Stress in English is the way that a particular syllable is pronounced with greater force than other syllables in the same word. A stressed syllable combines two features:
- It is longer than unstressed syllables: This means that its production or pronunciation lasts or takes a great amount of time.

Example

1. In the word "Economics", the third syllable is the stressed one as indicated here:

/ i:kə' nɒmɪks /

It is louder than other syllables: This implies that the stressed syllable is pronounced with a large amount of sound.

2. In the word "Development", the second syllable is the stressed one as indicated here:

/ dɪ' veləpmənt /

More examples

Privatization / praɪvətəɪ' zeɪʃən /

Socio-economic / səʊsiəʊ ekə' nɒmɪk /

Export (noun) / ' ekspɔ:t /

Export (verb) / ɪk' spɔ:t /

Industry / ' ɪndəstri /

7.1.5. Application Activity

Study the words below as used in the above text, practice their standard pronunciation and transcribe them into your exercise books. Pay attention to stressed and unstressed syllables. You can use a dictionary.

1. Agriculture
2. Tourism
3. Autonomy
4. Financial
5. Budgetary

7.1.6. Listening and Speaking: Strategies of Giving Oral Presentations

Oral presentation refers to addressing or briefing a group of people about a given topic. Effectiveness at oral presentation requires a mastery of some skills and techniques. Here below are 13 tips and techniques with which to improve on this competence:

1. Preparation of the event: To participate in a serious oral presentation requires enough knowledge on the topic to be presented. Therefore it is necessary to conduct sufficient research in preparation for the event.
2. Structuring the presentation in subtopics: Very often, good presentations are structured in appropriate sub-topics depending on the nature of the content. It is advisable to briefly inform the audience about the main parts of the presentation before divulging deep into it.
3. Doing a rehearsal: It's always a good idea to go through the presentation all alone before presenting it to a big audience. A rehearsal can be done by assuming an audience before you or by asking a few friends to actually pose as an audience for you. They can help you build up confidence and why not ask you a question or two? This step can help you gain confidence, iron out weaknesses related to the topic, master the timing and techniques of presentation.
4. Looking presentable: It's not a must to wear a suit, but it's hard for people to take a presentation seriously when the presenter is not formally dressed.
5. Talking instead of reading: A good oral presentation is done without much reading. Whereas an oral presentation should be based on a written script, it is advisable to highlight or bold the main points which the presenter can always develop into a detailed presentation.
6. Talking slowly but audibly: inexperienced speakers tend to speak too fast. They forget that the audience might be hearing the material for the first time and not as familiar with the topic as they are.
7. Using aids: For certain types of presentations, visual aids-such as Power Points, handouts, even written materials on the board, can help the audience locate and grasp the main points. The presenter must ensure that these materials are fully explained during the presentation.
8. Avoiding too much details: Including massive numbers of quotations or huge amounts of data in the presentation can overwhelm even the most attentive audience.
9. Being natural: to succeed a presentation, it is important to present an

authentic content in as much as possible natural ways. The presenter must be him or herself.

10. Keeping eye contact with the audience: A very important part of public speaking is to make eye contact with people seated in all parts of the room, even those nodding off in the back. By doing that, the presenter shows people that he/she is interested in communicating with them, not just getting through this experience as quickly as possible. And it wouldn't hurt to leave the podium or desk time to time, and walk around the room a little. Sharing space with the audience can also show the presenter's interest in communicating and sharing with them.
11. Appearing relaxed: it's not a must to be relaxed and indeed few speakers are. However efforts should be made in this regards as much as possible. Drink some water and pose from time to time, and think positive. No one enjoys listening to speakers who are trembling or sweating.
12. Accepting interruptions: Some speakers are terrified that someone will interrupt them with a question or comment. Actually, this is one of the best things that can happen, because it shows that someone in the audience has engaged with what has been said. A brief response can actually lead to genuine progress on the point being in motion. A two-way conversation may reduce tension.
13. Finishing with a good conclusion: A satisfying conclusion to the presentation can help the listeners to assess what they have learnt. This can create a kind of feeling in their minds about having learned something from the presentation to the point that they wish to learn more.

7.1.7. Application Activities

1. Carry out research about the impact of development programs implemented in Rwanda with regard to community life improvement. Then prepare a twenty-five minutes class (oral) presentation.
2. Referring to the guidelines on composition writing (Unit 1) on pages 5-6, write a 300 word composition: "discussing advantages Rwanda would enjoy if it increased the volume of exports."
3. Refer to guidelines on how to conduct a debate in unit 1 debate on:
"For a quick development, physical infrastructure deserves more funding than the agricultural sector."

7.2. Describing Economic Goals



Fig 1: One Laptop Per Child (OLPC)

7.2.1. Reading and Writing: Digital Service Delivery

A long-term development strategy “Rwanda vision 2020” was launched by the government of Rwanda since the year in 2000. The goal of this program was to transform the country from a low- income agrarian economy to a medium income export-oriented and knowledge-based economy. One of the pillars and guiding principles of this program was to harness the resourcefulness of Information and communication technology. The architects viewed Information and Communication technology as a major driving force to Rwanda’s transformation into a knowledge-based economy.

Indeed, Rwanda is among the fastest growing African countries in several fields of ICT: e-commerce and e-services, mobile technologies, applications development and automation. “Positivo”, the first factory unit of hardware, was installed in Rwanda since November 9th, 2015 and has been operating for almost three years now. So, it should not be surprising to see laptops, tablets and other electronic devices with a label ‘made in Rwanda’. In addition, Rwanda is considered a regional center for the training of professionals and researchers on communication technologies.

The Government of Rwanda supports various projects in ICT. Kigali Technopole, a center dedicated to ICT development and research in Africa with a focus on applications relevant to the African markets, is one of them. Rwanda has been driven into a modern knowledge-based economy for more than a decade. It has provided ICT solutions beyond borders in Africa and the rest of the world. Technopole was expected to attract skilled ICT professionals and worldwide companies.

In May 2016, the government of Rwanda launched Kigali Innovation City (KIC), a flagship initiative to catapult the country into a knowledge-based economy. The aim of KIC (which has replaced the name Technopole) was also to drive digital transformation through its dynamic ecosystem of technology clusters in which domestic and international companies have innovated and delivered products and

services for global markets for more than two years.

Secondly, KLab (knowledge Lab) is another ICT project based in Rwanda. The project is an open technology hub in Kigali where students, fresh graduates, entrepreneurs and innovators come to work on their ideas and projects to turn them into viable business models. The aim of the project is to encourage young entrepreneurs to develop their technology-oriented ideas into products and future companies.

Last but not least is the 4G (LTE) project. The Government of Rwanda, in partnership with the South Korean telecommunications provider (KT Corporation), is rolling out a high-speed 4G (LTE) broadband network across the country since November 2014. The network was expected to cover 95% of the population within three years.

In a nutshell, ICT has been a real driving force for the country's economy since the late 1990s. The government relies on the development of ICT sector, not only to bring investment and create jobs but also to enable the advancement of Rwandan public services including education, health care, and finance. The result has been remarkable.

Rwanda has taken a step ahead to improve its education system and now stands as a model in Africa. The One Laptop per Child (OLPC) program has been implemented by the government since 2008 and it has played a key role for a number of years to introduce technology in primary schools and this is still going on. Since 2008, primary school students have been allowed early access to computer skills and computer science while expanding their knowledge on specific subjects like science, mathematics, languages and social sciences through online research or server-hosted content.

Over 500 health facilities have been covered by Rwanda Health Management Information System (R-HMIS) for about a decade since 2012. Many modules have been added to the system since then such as death audit reporting for all maternal, neonatal, and child deaths, and the Community Health Information System-a patient level system for tracking MDR (multi-drug resistant) to patients as well as the HIV reporting and disease surveillance system which is currently being transitioned. According to the Ministry of Health, the percentage of health centers connected to internet has reached 93.8% since 2012. The number of clinical emergencies supported through Rapid SMS is 25%; while the number of patients at community level tracked using Rapid SMS has reached 173,131.

Mobile money subscribers across all networks have reached 6,480,449, which was more than twice the number of subscribers in the previous year (2013). The number of mobile money transactions reached US \$ 824.6 million compared to US \$ 394 million transacted in the year before.

Adapted from <https://infomineo.com/rwandas-knowledge-economy/>, retrieved on April 25th, 2018

1. Read the text on pages 160-161 and answer the following questions.
 - a. What development strategy did the government of Rwanda launch in 2000 and what was its aim?
 - b. What are the indicators of Rwanda's advancement in the field of ICT? Of what economic value is this trend?
2. State the objectives of:
 - a. Kigali Innovation City
 - b. Knowledge Lab
3. Discuss the progress attained by Rwanda through ICT in the following sectors:
 - a. Education
 - b. Health
 - c. Finance
4. Write an eighty-word summary showing how the government of Rwanda has improved service delivery through ICT initiatives.
5. Carefully study the words and phrases in column A and match them with their corresponding meanings in column B

Column A	Column B
Agrarian	The use of machines or computers instead of people to do a job, especially in a factory or office.
Driving force	Founded on an accumulation of facts or information.
Automation	Make changes in something established, especially by introducing new methods, ideas, or products.
Knowledge-based	The use or cultivation of land for farming.
Innovate	The impetus, power, or energy behind something.

7.2.2. Sound and Spelling

- i. Referring to the notes given in Unit seven, sub-heading 7.1 read the following words as used in the passage on pages 160-161. Strictly follow the phonetic transcription given and remember the use and importance of the stress. Remember that monosyllabic words are not stressed in English.
 - a. Progress /'prɒʊgres /
 - b. Entrepreneurs /ɒntɹəprə'nɜ:z /
 - c. Surveillance /sə'veɪləns /
 - d. Reached / ri:tʃt /
 - e. Transacted /træn'zæktɪd/

- II. The words listed below are used in the above passage. Read them and practice their correct pronunciation. Use a dictionary where necessary.
- a. Percentage
 - b. Management
 - c. Implemented
 - d. Advancement
 - e. Knowledge

7.2.3. Language Structure: The Present Perfect with For and Since

1. Since

We use the present perfect with since to define a period of time before now by considering its starting point.

Example

1. Positivo factory unit of hardware has been installed in Rwanda since 2015.
2. The One Laptop Per Child (OLPC) program has been implemented since 2008.
3. Since its launch, Kigali innovation city has delivered products for global markets.
4. Rwandans have used ICT to develop the private sector since 2010.

2. For

We use the present perfect with for to define a period of time before now by considering its duration (For six years, for a week, for a month, for hours, for two hours.)

Example

1. Agriculture has been the backbone of Rwanda's economy for more than two decades.
2. Muhire and his wife have worked in the mining sector for five years.
3. ICT has driven Rwanda's development for years now.
4. Rwanda has been driven into a modern knowledge-based economy for more than a decade.

7.2.4. Application Activities

- I. Construct five meaningful sentences using the present perfect with since and for. Your sentences should be related to development trends in Rwanda.
- II. Conduct a research on Rwanda's economy and then write a composition on the following topic: 'Rwanda's economic achievements since the year 2010.'

7.2.5. Listening and Speaking: Recitation:

How to recite a poem

1. Reciting a poem, just like any other language competences, requires a number of techniques. Here are some of the practices or techniques that will help you learn to recite poetry:
2. Choose a Poem that "Speaks to You": When choosing a poem to recite, ensure picking a poem that interests you. The more you like the poem, the more fun you will have learning and reciting it. Whether it's a funny poem, a serious poem, a sad poem, a sports poem, a spooky poem, a jump-rope rhyme, or even a love poem, if it's a poem that "speaks to you"-a poem that makes you feel something-you are going to enjoy sharing it with your audience.
3. Memorize the Poem You Plan to Recite: To recite a poem well, it's important to have it firmly committed to memory. If you don't have the poem memorized, you are more likely to make mistakes when reciting it, even if you have it written on a piece of paper in front of you. Memorizing it will help make your recitation as good as possible.
4. Memorizing a poem requires to read a printed copy out loud as many times as possible. Depending on the length of the poem, you may have to read it out loud 10 or 20 times, or possibly even more, but each time you read a poem out loud, you will remember a little more of it.

Practical steps to follow in order to memorize a poem

1. Get a printed copy of the poem.
2. Look at the poem and read it out loud.
3. Turn it over so you can't see it.
4. Recite as much of it as you can remember, from the beginning.
5. Repeat steps 2 through 5 until you can recite the entire poem from memory.
6. Study the voice of the poem, and speak in that voice: In other words, if it's a poem about a cowboy, see if you can put on a cowboy accent. If it's a poem about a monster, try using the scariest monster voice you can. If it's a poem

about a baby, an old person, or just some crazy character, think of what that person might sound like and try to speak in their voice.

7. Rap the poem: Some poems have a rhythm built into the words. When you read a jump-rope rhyme, or any other rhythmical poem, you may find that it is suitable for rapping. If you want to have even more fun with it, try reciting it to a drum beat or to music.
8. Recite it with a friend: Many poems have more than one voice. That is, a poem might have different speaking parts—such as the narrator, a mother or father, a teacher, a child, etc. making it easy to split up and be read by two or more people. Even if it's not, perhaps you and a friend could take turns reading every other line.
9. Put on a play: If a poem tells a small story, you can perform it in the same way that you can perform a play. You can create sets and props, and even wear costumes. Make it a drama or a comedy.
10. Run around, wave your hands, say it like you mean it: Don't just limit yourself to the ideas given above. Recite the poem in any way that seems best to you. If that means sitting in a chair, or jumping up and down, or stomping back and forth, or even dancing, that's okay. Just put some feeling into it and "read it like you mean it" to give the best performance you can.
11. Have Fun: However you decide to recite a poem, the most important thing is that you have fun doing it. So pick a poem, memorize it, practice reciting it a few different ways to see what works best, and then have fun sharing it with your audience!

7.2.6. Application Activities: Exploring a poem

Another World

Del "Abe" Jones

It's another world, one that few have seen,
At times wild and brutal, at times so serene.
A place where life abounds in every shape and size,
Where miracles seem to happen right before our eyes.

A garden paradise with "flowers" that can walk
There's even some creatures that know how to talk,
Also some animals not seen by the eye
And fabulous fishes that know how to fly.

It has its own mountains and rivers down below
Still hiding some secrets that we may never know.
For millions of years it's cared for its own
And would for millions more if it were left alone.

But man pollutes its waters and dumps his garbage there,
Spills oil on its surface and doesn't seem to care
That oceanic fisheries have collapsed in many places,
Because of overfishing and the lack of protected spaces.

So man destroys marine life all because of greed,
And treats the sea as if it were something we don't need.
If this persists, those fish stories told from shore to shore
May someday be nothing more than part of our folklore.

Read the above poem and answer the questions below.

1. Identify the two opposite sights from which the poet describes the world in the first stanza.
2. Explain the following sentences used in the above poem
3. The "flowers that can walk" (line 5)
4. The "creatures that know how to talk" (line 6)
5. Comment on the poet's concern about environment conservation and protection.
6. Discuss the economic loss that man is likely to face if he continues to destroy wildlife.
7. Practice reciting the above poem.

7.3. Describing Economic Achievements



Kigali before 1994

Kigali after 1994

Kigali Convention Center

7.3.1. Reading and Writing

Passage 1: Economic Achievements in Rwanda

As one of the effects of the 1994 genocide against the Tutsi, Rwanda's infrastructure was ravaged and its economy left without future prospects. Many people had severe problems to find themselves food for the day, and more than two million people were displaced. From these conditions, a remarkable change has taken place.

The country has achieved strong economic and social development in recent years and the eagerness to build a new country pervades today's Rwanda. In recent years, economic growth has been 7-8 per cent and the number of people living in poverty was reduced from 57 per cent to 45 per cent of the population, between 2006 and 2011.

Extreme poverty has decreased over the same period, down to 24 per cent. This means that the number of poor in Rwanda has fallen by an average of 2.4 per cent per year over the past five years, which is exceptional for Africa and can only be compared with China, Thailand and Vietnam.

Maternal and child mortality has been reduced by half in five years. These very positive results can be linked to successful health care initiatives, which have also contributed to basic health insurance for 90 per cent of the population. More and more children-about 80 per cent-have completed their primary education. With the 2008 election, Rwanda was the first country in the world to have a majority of women in parliament.

The private sector has seen constant growth, and the modernization of farming will revitalize the core of the Rwandan economy. Special efforts were made in the ICT sector in order to reduce dependence on agriculture which employed about 90 per cent of the population. The proportion of the population owning a mobile phone has literally exploded and amounts to 45 per cent.

Rwanda has produced the development programme 'Vision 2020', which illustrates the country's ambitious targets for the future. The aim was for Rwanda to become a middle-income country by 2020. One tool to achieve this is the country's current strategy to combat poverty, which underlines the development of the private sector, the construction of a knowledge-based society and good governance for greater public participation and accountability.

Adapted from <https://www.sida.se/English/where-we-work/Africa/Rwanda/Developments-in-Rwanda/>, Retrieved on April 25th, 2018

Read the text on page 167 and answer questions that follow

1. How did the 1994 genocide against the Tutsi affect Rwanda's economy?
2. Discuss Rwanda's economic achievement indicators between 2006 and 2011.
3. Explain the purpose of 'Vision 2020' program in terms of economic development.
4. Study the words in the following table as used in the above passage and then provide their synonyms.

Words	Synonyms
Displaced	
Pervades	
Growth	
Revitalized	
Exploded	
Core	

7.3.2. Application Activities

- I. In at least sixty words, write a paragraph to summarize the above passage showing how Rwanda has developed economically over the past two decades in terms of poverty reduction.
- II. Research on the importance of ICT for Rwanda's economy and then write a composition of about 350 words discussing the contribution of ICT on Rwanda's economic development.

Passage 2: Gender Equality and Economic Growth

The first premise of this equation is to define gender equality. Is its connotation in socio-economic terms very encompassing? Or is gender equality just labour market parity?

Studies suggest countries around the globe could raise their respective Growth Domestic Product (GDP) levels if more women were given the chance to enter the labor market. This, however, will necessitate gender equality policy actions of one kind or another. Although the tools to be used may vary based on countries, there are certain common aspects that will be subject of discussion in the coming years.

Gender equality is a multidimensional term assuming economic, cultural and social dimensions. The discussion would always be considered under three primary topics.

The right to education is on top of these.

The second topic is the equal right and opportunity to work. There are major inconsistencies in the levels of labor force involvement between women and men. This is to a great extent due to perceptions about the role of women in the interface between housework and work. Conventionally, women have been anticipated to perform most of the work in the home as a matter of course, irrespective of which partner is most suited to the task. This old-fashioned attitude still remains an important explanation of the differences in women's labor participation.

The third aspect covers the nature of women's work and pay. It is a commonly known fact that women have lower pay levels than men, which directly reflects the differing conditions and environments under which women and men live. This applies to everything from the unequal sharing of household work, to pay discrimination against women in the labor market.

In perspective, if we confine our observations to only employment-related factors, such a vital condition for labour market parity is not adequate by itself. If women or men are discriminated against in terms of access to education, then the human capital of our society will not be nurtured. Gender equality is then the absence of gender-based discrimination. The relationship between gender equality and economic growth which is the pace of GDP change, ought to rationally be affirmative.

When gender equality is present in the labor market, work in society is distributed rationally between all the genders based on aptitude and skill. This means that a given occupation is allotted to the person most appropriate and not due to biases or discriminating rules or practices. This leads to a better economic outcome than in alternative cases because skill and ability determine the outcome rather than historic socio-economic boundaries and stereotypes.

Globally, a number of strategies are required to achieve committed and vital political action in this regard. This means that we should consider how gender imbalances in political institutions can affect matters in this connection. Data collected suggests that countries with higher GDP levels have higher female employment rates and more women in the parliament than countries with lower levels of female economic engagement. The skewed dissemination of power between women and men, evident in the world today, is not encouraging long-term gender equality, without which sustainable economic development is definitely not achievable.

By Meera Kaul, Writer and Founder of The Meera Kaul Foundation

Adopted from <https://www.entrepreneur.com/article/273825>, Retrieved on May 3th, 2018

Read the text on pages 168-169 and answer questions that follow

1. Explain how gender equality can contribute to the increase of a nation's GDP.
2. Explain how gender imbalances can affect job distribution.
3. Write a 85word paragraph, summarising the above passage focusing on the impact of gender equality on Rwanda's economic growth.
4. Explain the meaning of the words and phrases below used in the above text. Thereafter, use each one of them to construct a meaningful sentence.
 1. ... gender equality ... (paragraph one)
 2. ... human capital ... (paragraph four)
 3. ... labour force ... (paragraph five)
 4. ... opportunity to work ... (paragraph five)
 5. ... employment-related factors ... (paragraph seven)
 6. ... gender-based discrimination ... (paragraph seven)
 7. ... economic outcome ... (paragraph eight)
 8. ... socio-economic boundaries ... (paragraph eight)
 9. ... gender imbalances ... (paragraph nine)
 10. ... female employment rates ... (paragraph eight)

7.3.3. Application Activities

- I. Carry out a research on the extent to which gender equality policy has been implemented in Rwanda from the year 2008 up to-date and then write a 300 word composition on the relationship between gender equality and economic growth.
- II. Debate on the following motion: "Everything a man can do, a woman can do much better."

7.3.4. Sounds and spelling

- I. With reference to what you learnt from this unit sub-heading 7.2 page 160, read the following words with the correct accent.
 - a. Development/ dɪ'veləpmənt /
 - b. Poverty/ 'pɒvəti /
 - c. Average/'ævərɪdʒ/
 - d. Accountability/ə'kaʊn.tə'bil.ət.i/
 - e. Construction /kən'strʌkʃən/

- II. Now, practice the pronunciation of the words below. Use a dictionary where necessary.
1. Infrastructure
 2. Modernization
 3. Middle-income
 4. Growth
 5. Economy

7.4 UNIT SELF ASSESSMENT

7.4.1. Comprehension and Vocabulary

The importance of physical infrastructure for a nation's economic development

Why is physical infrastructure so important to a nation's development? The answer is that once goods are produced, they need to be transported to the ports and airports for transportation to other states and countries. This means that excellent roads are needed to transport the goods or otherwise, they would be delayed leading to economic and reputational losses.

Indeed, if a manufacturer produces goods quickly but is unable to transport them to the destination as fast as they can, then there is no point in making the goods in an efficient manner in the first place.

Roads, Ports, and Airports: good roads are also needed for manufacturers to obtain raw materials and other components. In addition, ports that are well functioning and where ships do not need to wait for longer periods of time or in other words, are not congested, are very crucial for economic growth as otherwise, the loading, and unloading of goods from the ships would cause losses to the exporters and importers. Similarly, there is a need to develop airports that are modern and efficient for freer and easier movement of people in and out of the countries. For all these reasons, it is vital that the physical infrastructure needs to be as efficient and as productive as possible.

Power and water: these utilities are also important for the development of a city's infrastructure. Indeed, if there is power outages and blackouts or what are known as "power holidays" or "industry holidays", the manufacturers' production goes down as a consequence of these timeouts.

Rural-urban migration: if a city is unable to cope with the influx of migrants and to accommodate the growing number of people, then the people working in the plants and factories would be unable to function effectively and to work productively. Therefore it would be the responsibility of plants and industries to provide housing for their workers and hence contribute to the development of infrastructure in the city.

Physical Infrastructure and Economic growth: no nation develops without investing in infrastructure. Indeed, in the aftermath of the Second World War, the Western countries massively invested in infrastructure. Japan and South Korea and later China undertook a drastic improvement in their infrastructure so as to ensure faster economic growth and development. There is evidence that such investments in infrastructure facilitate and spur economic growth by providing connectivity as well as enhancing productivity and efficiency.

Moreover, investments in infrastructure work as a force multiplier whereby the money invested in building highways, ports and airports, not only creates the “hardware or cornerstone” for a nation’s development, but also results into more growth. Indeed the huge amounts of money are spent on construction materials, wages, and production of other raw materials which help those industries to grow faster. Thus, the people needed to staff the plants and factories should be able to work productively.

Finally, there are no shortcuts to success. There are no substitutes for infrastructure development and there are no shortcuts for faster economic growth. It is only when these aspects are taken care of that a nation develops. Therefore, unless a developing country invests in all elements of the infrastructure component, its development would be slow and retarded, and it would lose out in the race for economic competitiveness. This is the hard truth and the bitter reality which should hopefully spur the country to invest in its infrastructure.

Adapted from <https://www.managementstudyguide.com/importance-of-infrastructure-in-a-nations-development.htm>, Retrieved on April 25th, 2018

Read the above text and in complete sentences, answer the following questions

1. What is the importance of infrastructure for a country’s development?
2. Explain how power and water, as elements of infrastructure, affect the manufacturers’ production.
3. Taking example on the case of Japan, South Korea and China, identify the purpose of infrastructure.
4. What is likely to happen if a country does not invest in its infrastructure?

5. What do the following words mean as used in the above text?
 - a. ... congested ... (paragraph two)
 - b. ... timeouts ... (paragraph three)
 - c. ... blackouts ... (paragraph three)
 - d. ... drastic ... (paragraph four)
 - e. ... aftermath ... (paragraph four)
 - f. ... plants ... (paragraph five)
 - g. ... hardware....(paragraph five)

7.4.2. Grammar and Phonology

- I. Carefully study the sentences below and then use the Past Simple Tense of the verbs given in brackets to fill in the gaps.
 - a. The World Bank.....Rwanda as the second most reformed economy in the world over the last five years (rank)
 - b. Rwanda's economy by 1.7 percent in the first Quarter 2017 (grow)
 - c. Rwanda's GDP..... Frw 1,817 billion, up from Frw 1,593 billion in 2017. (reach)
 - d. Rwanda's economic growth the previously projected 5.2 per cent and grew by 6.1 per cent last year. (exceed)
 - e. The Minister for Finance and Economic PlanningRwandans on the economic growth attained throughout the country(congratulate)
 - f. A good harvest of food crops in season B and C Rwanda's economy last year.(boost)
 - g. Rwanda most of the Millennium Development Goals (MDGs) by the end of 2015. (meet)
 - h. The poverty rate from 44% in 2011 to 39% in 2014. (drop)
 - i. Rwanda's industrialization a big change in 2018 (undergo)
 - j. In 2012, the industrial sector in Rwanda for 16% of Gross Domestic Product. (account)
- II. Choose the correct answer: since or for?
 - a. 4G (LTE) has been used in Rwanda three years now.
 - b. Rwanda has drastically developed its economy 1994.

- c. Agriculture has been the backbone of Rwanda's economy more than two decades.
- d. The country has shifted to a knowledge-based economy the introduction of ICT.
- e. The use of modern methods in farming has improved the agricultural sector the late 1990s
- f. Poverty has been alleviated the last twenty years.
- g. Women have been empowered the year 2008.
- h. The one laptop per child has eased the learning process ten years now in Rwanda.
- i. Rwanda's infrastructure has been further developed 2000
- j. Kigali has been Africa's ICT hub ... ten years.

III. Give the phonetic transcription of the words below:

- a. Outages
- b. Aftermath
- c. Spur
- d. Influx
- e. Component
- f. Cease

7.4.3. Summary

In not more than 80 words, summarize the passage below pointing out the economic importance of wetlands (Marshlands).

Economic benefits of Wetlands

Wetlands come in many different forms. They can be tidal zones, marshes, bogs or swamps among many other types. However, they all share characteristics that make them wetlands. They are areas where water is present above or near the surface of the soil for at least a portion of the year, and the soil and vegetation present are determined by the presence of water. Some wetlands need to be dry for part of the year to maintain their hydrologic cycle. Wetlands provide several ecosystem services such as reducing erosion, recharging aquifers and providing habitat for several wildlife species.

Wetlands act as a natural sponge. When high rainfall events occur, surface water must go somewhere. Wetlands retain and slow down the flow of surface water then slowly release the water, which significantly reduces the amount of flooding downstream. Since the water is slowed down, there is time for it to

recharge ground water and improve water quality because sediments fall out of the water column and nutrients are taken up by aquatic plants. Wetlands also act as bioremediation sites because they have the ability to remove pollutants from surface water. They are so good at this that they are sometimes used to treat wastewater.

Wetlands provide excellent habitat for many fish and wildlife species. Several fish species use wetlands to breed and raise young ones. Wetlands provide cover, food and water for several wildlife species such as muskrat, red-eared slider and bullfrog. They also serve for nesting, breeding and feeding several avian wildlife species such as waterfowl, blackbirds and cranes. Wetlands tend to have higher plant diversity than the surrounding area, which is good for most wildlife species. In parts of the Great Plains, wetlands act as an oasis due to the increased plant and animal life around them.

Wetlands are an important resource, yet often overlooked. Keeping them healthy is critical to maintain clean water and to support wildlife and fish populations.

Adapted from <https://www.noble.org/news/publications/ag-news-and-views/2015/may/wetlands-provide-ecological-and-economic-benefits/>, Retrieved on April 26th, 2018

7.4.4. Essay writing

Carry out research on the importance of using modern methods in the mining sector and write a 300 word essay on this topic: "Modernising the mining sector in Rwanda".





UNIT 8

WRITING AND EXAMINATIONS

UNIT 8: WRITING AND EXAMINATIONS

Key Unit Competence:

Language use in the context of writing and examinations

Introductory activity:

Observing and interpreting pictures



1. Explain how scanning and skimming, as reading techniques, can be applied in examination.
2. Discuss the view that instructions are part and parcel of the test in an examination.
3. State and explain at least four verbs commonly used in examination questions.

8.1. Finding Information in Books Using the Table of Content and Index

8.1.1. Table of contents

Definition of a table of contents

A table of contents is a list of titles or headings or topics representing the content contained in big document or in a book. Items in the table of contents are always organised chronologically reflecting the order in which the content is presented in the document.

The table of contents guides us as to where or the pages on which the title or heading of a given content is located in the document.

Below is an example of a table of contents. To assist you check and learn how a table of contents is used, we decided to use the one for this very book. As indicated below, the content for Unit 1 can be located starting from page 5 of this very book.

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8.1.2. Application Activities

Look at the table of contents above and answer the following questions.

1. In which unit and pages of this book can we find the topic about lakes and rivers?
2. In which unit is Direct and Reported Speech taught?
3. Visit your school library, borrow a grammar book and then locate pages on which parts of speech are found.

8.1.3. Index

Definition of Index

A book index is a list of important words and names contained in a book. The index shows us the page on which such a word or name can be found in the book. The index is normally placed at the end of a book.

By perusing through the index, the reader will easily locate the page on which a word and related information can be found.

Here is an index of *Flesh-Eating Machines: Maggots in the Food Chain* by June Prezler.



8.1.4. Application Activities

- I. Look at the index above and answer the following questions
 - a. Where can you find the information on food chain?
 - b. Does this book talk about predators? Explain.
 - c. Do you think this book focuses on animals or people? Justify your answer.
- II. Critically read Unit 1, 3 and 5 of this book and choose ten items from each of the three units with which to construct an index.

8.1.5. Finding information in texts: Skimming and Scanning

In unit 2, we discussed scanning and skimming as some of the techniques of extracting information from a text. We saw that skimming refers to act of reading very fast through a written text in order to get general information about it. On the other hand, scanning refers to reading through a text quickly in order to find specific facts. In other words, scanning means looking at a text to find some particular information such as a date, names of places, a telephone number, names of people, etc.

In most English examinations, there are always some questions on a reading comprehension. Answering comprehension questions will always require our knowledge and skills of skimming and scanning. With these skills, we are able to extract information from comprehension texts with which to answer comprehension questions.

1. Skimming

Many students try reading the questions first and then looking for answers in the passage thinking this approach is more efficient. Before answering comprehension questions, you should first skim for the gist and then look for answers in the passage.

2. Scanning

After skimming the text, you can now read questions and then look for answers in the passage. We normally scan a text when we are trying to locate where the correct answer is, but this technique alone does not give us the correct answer, rather it tells us the correct location of the correct answer. Thus, after locating where the right answer is, you should then read the text very closely to be able to internalise an answer in line with the question asked.

Therefore, there should be three steps in answering comprehension questions: first skimming the text to get the general view or gist about it. Thereafter, you scan the text in order to ear-mark the probable answers and finally, closely reading to identify the actual answers.

8.1.6. Application Activity: Exploring a text

The course of World War II 1940-41

On April 9, 1940, Germany simultaneously invaded Norway and occupied Denmark, and the war began in earnest. On May 10, German forces swept through Belgium and the Netherlands in what became known as “blitzkrieg,” or lightning war. Three days later, Hitler’s troops crossed the Meuse River and struck French forces at Sedan, located at the northern end of the Maginot Line, an elaborate chain of fortifications constructed after World War I and considered an impenetrable defensive barrier. In fact, the Germans broke through the line with their tanks and planes and continued to the rear, rendering it useless.

The British Expeditionary Force (BEF) was evacuated by sea from Dunkirk in late May. In the meantime, from the south French forces mounted a doomed resistance. With France on the verge of collapse, Benito Mussolini of Italy put his Pact of Steel with Hitler into action, and Italy declared war against France and Britain on June 10

On June 14, German forces entered Paris; a new government formed by Marshal Philippe Petain (France’s hero of World War I) requested for an armistice two nights later. France was subsequently divided into two zones, one under German military occupation and the other under Petain’s government, installed at Vichy.

On this round this time, Hitler turned his attention to Britain, which had the defensive advantage of being separated from the Continent by the English Channel. To pave the way for an amphibious invasion (dubbed Operation Sea Lion), German planes bombed Britain extensively throughout the summer of 1940, including night raids on London and other industrial centres that caused heavy civilian casualties and damage. The Royal Air Force (RAF) eventually defeated the Luftwaffe (German Air Force) in the Battle of Britain, and Hitler postponed his plans to invade. With Britain’s defensive resources pushed to the limit, Prime Minister Winston Churchill began receiving crucial aid from the U.S. under the Lend-Lease Act, passed by Congress in early 1941.

On June 22, 1941, Hitler ordered the invasion of the Soviet Union, code-named Operation Barbarossa. Though Soviet tanks and aircraft greatly outnumbered the Germans, their air technology was largely obsolete, and the impact of the surprise invasion helped Germans get within 200 miles of Moscow by mid-July. Arguments between Hitler and his commanders delayed the next German advance until October, when it was stalled by a Soviet counter-offensive and the onset of harsh winter weather.

Adapted from <https://www.history.com/topics/world-war-ii/world-war-ii-history>, retrieved on 24th April 2018

Read the text on page 178 and carry out the following tasks:

1. Skim the above text and identify the main states that were involved in the Second World War.
2. Scan the text below and state:
 - a. What happened on May 10, 1940.
 - b. Names of two dictators mentioned in the text.
 - c. What the acronym "RAF" stands for.
 - d. The name of the German Air Force.
3. Scan the above text and choose the right answer
 - a. The British Expeditionary Force (BEF) was evacuated by air from Dunkirk in late May.
 - b. The British Expeditionary Force (BEF) was evacuated by train from Dunkirk in late May.
 - c. The British Expeditionary Force (BEF) was evacuated by sea from Dunkirk in late May.
 - d. The British Expeditionary Force (BEF) was evacuated by truck from Dunkirk in late May.
4. In full sentences, explain the following words and phrases as used in the said passage.
 - a. ...simultaneously... (paragraph 1)
 - b. ...fortifications... (paragraph 1)
 - c. ...evacuated.. (paragraph 1)
 - d. ...on the verge of...(paragraph 1)
 - e. ...armistice... (paragraph 2)
 - f. ...defensive advantage... (paragraph 3)
 - g. ...extensively... (paragraph 3)
 - h. ...casualties... (paragraph 3)
 - i. ...code-named.. (paragraph 4)
 - j. ...obsolete... (paragraph 4)
 - k. ...stalled... (paragraph 4)
 - l. ...counter-offensive... (paragraph 4)
 - m. ... in earnest ... (paragraph 1)
5. Composition Writing: Write a 200 word composition explaining how skimming and scanning can help a learner in an exam.
6. Class debate:
Motion: "Learners from Urban and rural schools shouldn't do the same exam".

8.2. Reading extracts from literature

The extract tells us about Pip, an orphan who is about seven years old. While visiting the graves of his parents and siblings, the boy encounters an escaped convict in the village churchyard.

'Hold your noise!' cried a terrible voice, as a man started up from among the graves at the side of the church porch. 'Keep still, you little devil, or I'll cut your throat!' A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head as he seized me by the chin.

'O! Don't cut my throat, sir,' I pleaded in terror. 'Pray don't do it, sir.'

'Tell us your name!' said the man. 'Quick!'

'Pip, sir.'

'Once more,' said the man, staring at me. 'Give it mouth!'

'Pip. Pip, sir.'

'Show us where you live,' said the man. 'Point out the place!'

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself, — for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet, — when the church came to itself, I say, I was seated on a high tombstone, trembling while he ate the bread ravenously.

'You young dog,' said the man, licking his lips, 'what fat cheeks you ha' got.'

I believe they were fat, though I was at that time undersized for my years, and not strong.

'Darn Me if I couldn't eat em,' said the man, with a threatening shake of his head, 'and if I hadn't half a mind to 't!'

I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.

'Now look here!' said the man. 'Where's your mother?'

'There, sir!' said I.

He started, made a short run, and stopped and looked over his shoulder.

'There, sir!' I timidly explained. 'Also Georgiana. That's my mother.'

'Oh!' said he, coming back. 'And is that your father along your mother?'

'Yes, sir,' said I; 'him too; late of this parish.'

'Ha!' he muttered then, considering. 'Who d'ye live with, - supposin' you're kindly let to live, which I han't made up my mind about?'

'My sister, sir, — Mrs Joe Gargery, — wife of Joe Gargery, the blacksmith, sir.'

'Blacksmith, eh?' said he. And looked down at his leg.

After darkly looking at his leg and me several times, he came closer to my tombstone, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

'Now lookee here,' he said, 'the question being whether you're to be let to live. You know what a file is?'

'Yes, sir.'

'And you know what wittles is?'

'Yes, sir.'

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.

'You get me a file.' He tilted me again. 'And you get me wittles.' He tilted me again.

'You bring 'em both to me.' He tilted me again. 'Or I'll have your heart and liver out.'

He tilted me again.

I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, 'If you would kindly please to let me keep upright, sir, perhaps I shouldn't be sick, and perhaps I could attend more.'

He gave me a most tremendous dip and roll, so that the church jumped over its own weathercock. Then, he held me by the arms, in an upright position on the top of the stone, and went on in these fearful terms: —

'You bring me, to-morrow morning early, that file and them whittles. You bring the lot to me, at that old Battery over yonder. You do it, and you never dare to say a word or dare to make a sign concerning your having seen such a person as me, or any person sumever, and you shall be let to live. You fail, or you go from my words in any partickler, no matter how small it is, and your heart and your liver shall be tore out, roasted, and ate. Now, I ain't alone, as you may think I am. There's a young man hid with me, in comparison with which young man I am an Angel.

That young man hears the words I speak. That young man has a secret way peculiar to himself, of getting at a boy, and at his heart, and at his liver. It is in vain for a boy to attempt to hide himself from that young man. A boy may lock his door, may be warm in bed, may tuck himself up, may draw the clothes over his head, may think himself comfortable and safe, but that young man will softly creep and creep his way to him and tear him open. I am keeping that young man from harming you at the present moment, with great difficulty. I find it very hard to hold that young man off of your inside. Now, what do you say?'

I said that I would get him the file, and I would get him those broken bits of food I could, and I would come to him at the Battery, early in the morning.

'Say Lord strike you dead if you don't!' said the man.

I said so, and he took me down.

Adapted from Charles Dickens' (1861). Great Expectations. London: Chapman and Hall.

Carefully read this extract from Charles Dickens's *Great Expectations* and answer the questions that follow:

1. Where does the conversation between Pip and the escapee take place?
2. How does the escapee end up snatching Pip's loaf of bread?
3. The man told Pip that he was with a young man who was more awesome than him. Do you think he was telling the truth? Explain.
4. In full sentences, explain the following words as used in the above passage.
 - a. ...soaked...
 - b. ...smothered...
 - c. ...rag...
 - d. ...briar.../ (brier)
 - e. ...steeple...
 - f. ...tombstone...
 - g. ...tilted...
 - h. ...clung...
 - i. ...tremendous...
 - j. ...peculiar...

8.3. Application activities

- I. Write a 6 paragraph composition, describing the character of the escapee in this extract.
Please refer to the notes on the techniques of descriptive writing in Unit 1, page ... of this book.
- II. Pip almost got killed as he visited the graveyard where his parents and relatives are buried. Do you think visiting our ancestor's graveyard is a worthwhile practice? Give reasons for your answer.
- III. What does Pip's reaction towards the escapee in the above extract reveal about his character? Present your answer in detailed paragraphs.
- IV. Step by step, explain how you would have reacted if you were in Pip's situation.

8.4. Essay Writing

8.4.1. Explanations on Essay Writing

Essay writing is an important section of an English exam. So, you should know how to write different types of essays. In English, an essay is a piece of argumentative writing that contains several paragraphs written about one topic, usually based on your reading. The purpose of an essay is to say something for yourself using the ideas of the subject, in order to present specific ideas.

Effectiveness in the art of writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standard test especially for advanced secondary school level, and a requirement for college applications. Often on tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right.

To succeed at school, you need to be able to write different types of essays. Your teachers will seldom tell you exactly which type of essay you should be writing, so you need to be able to figure it out from the question you have been asked. Once you've identified the right type of essay to answer the question, you're not home free yet, but at least you'll know how to structure it and what type of content to include.

8.4.2. Types of Essays

The simplest interpretation says that there are only four types of essays:

1. Narrative essays
2. Descriptive essays
3. Expository essays
4. Persuasive essays

But, there are over a dozen types of essays, a situation which may confuse a reader. However, it should be noted that all these are subsets of the four main ones. Here below, look at a more detailed explanation of the four types of essays:

Exploring Nine Types of Essays

1. Narrative essay

In a narrative essay, the writer tells the story by recounting the course of events as witnessed or told by another person. Sometimes, narrative stories revolve around real-life experiences. While telling a story may sound easy to do, the narrative essay challenges writers who tend to write about themselves. When writing a narrative essay, writers should try to involve the reader by making the story as vivid as possible. The fact that narrative essays are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

Five steps in the writing process of a narrative essay

a. Prewriting

When planning how to start a narrative essay, think about your life experiences in the context of the assignment's theme, for example 'write about achieving a goal.' When

selecting an experience to write about, keep in mind that even a small incident can make a good essay topic if it has significance for you.

Once you've chosen a topic, spend time sorting through your memories and recalling details, including the year, season, setting, people, and objects involved. Think about the sequence of events and remember; no detail is too small.

b. Drafting

When creating the initial draft of a narrative essay, follow the outline, but focus on making the story come alive, using the following techniques:

Personal narrative essays are most naturally written in the first person, and using "I" gives the story an authenticity that engages the reader.

While telling a story, one should not neglect details. Readers have no prior knowledge of the story, and many times even one detail accidentally left out will skew their understanding.

Vivid descriptions are always preferred to illustrate facts. In narrative writing, the writer's job is to involve the reader, rather than simply inform.

While narrative essays are non-fiction, elements of fiction can be tolerated.

c. Revising

In this phase, the essay is reviewed, modified, and reorganized with the goal of making it the best it can be. At this stage, the following must be taken into consideration:

Does the essay unfold in an easy-to-understand progression of events? Do the transitions make sense or confuse the reader?

Does the essay involve the reader in the experience?

Is the word choice descriptive, or merely informative?

Has the larger message of the essay been conveyed effectively? Has a connection been made between the experience and its meaning to the writer? Will the reader be able to identify with the conclusion made?

d. Structuring

In structuring a narrative essay, it's the writer's choice when to reveal the significance of the experience. Some writers make this connection in the opening paragraph. Others like to focus on the experience and reveal its significance at the end. Writers should experiment which way works best for the essay.

e. Editing

At this point in the writing process, writers proofread and correct errors in grammar and mechanics like punctuation and spelling to improve style and clarity.

Transitions and connectives that will help you while writing narrative essays:

After	Earlier	Later	While	In the mean time
Finally	Next	As soon as	Then	Moments later
Since	At first	Soon	Before	At the same time
At last	Until	Formerly	Afterward	In the beginning (end)
When	During	Meanwhile	First	Eventually

A sample narrative essay

Best summer memory of my childhood

When I was 11 years old, I attended a Unitarian church camp for a summer vacation with my family. It was a pleasant area, with the Puget Sound not far away, grass fields, many old-style wooden buildings, an expansive forest, and an elongated pond between the road and the camp.

As an 11-year-old boy, it was a place for me to meet my friends. However, this summer camp was more spiritual than others—not because of a religious message, but because I had an awakening at the camp that year.

I had been going to this summer retreat almost every year since I was very young. But somehow, this year was different. It seemed my mind and soul were ripe for a transformation. I was less interested in playing and joking around with my friends. I was searching for answers to deep questions about life and God.

I attended a baptism ceremony in Church, which was more of a ritual than anything else, in my opinion. The real baptism is an inner transformation. It was like a light was switched on in my consciousness, and I saw everything as new again.

From that moment, the world around me and within me was never the same. The only problem was that I was too young to fully grasp what had happened. In fact, I thought I was some sort of prophet. What I learned from this experience is that baptism, or spiritual rebirth, is a spontaneous happening, and not done only from the hand of a priest. Also, I learned about getting a spiritual ego, where you think you are important based on spiritual experiences. My natural baptism and my knowledge of spiritual ego has allowed me to gain much in life: more creativity, inner peace, and how to be humble in the face of achievements.

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Adapted from <https://academichelp.net/samples/academics/essays/narrative/best-summer-memory-childhood.html>, retrieved on April 25, 2018

Read the sample narrative essay on page 186 and answer comprehension questions that follow.

1. State the three benefits the author gained for attending the summer vacation
2. In two paragraphs, explain how the content of the above essay is related to its title and the author's life.
3. In an 80 word paragraph, summarize the above passage focusing on the author's life experience.

8.4.3. Application Activity

Write a narrative essay of 250 words narrating an exciting event that you have ever experienced in your life.

2. Descriptive Essay

Writing a descriptive essay is comparable to painting a picture of someone, something or a situation. A writer might describe a person, place, object, or even a memory of special significance. However, this type of essay is not description for description's sake. The descriptive essay strives to communicate a deeper meaning through the description. In a descriptive essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

Here are descriptive essay writing tips for each phase of the writing process:

a. Prewriting

In the prewriting phase of descriptive essay writing, the writer should take time to think about who or what she/he wants to describe and why. Memory and emotion play an important role in conveying the subject's significance.

b. Drafting

When creating the initial draft of a descriptive essay, a writer should follow the outline, but remember that, the goal is to give the reader a rich experience of the subject, keep in mind that the most important watchword of writing a descriptive essay is show, not telling.

c. Revising

In revising a descriptive essay, writers should re-read their work with these considerations in mind:

1. Does the essay unfold in a way that helps the reader to have a full view of the subject being developed?

2. Do the word choice and figures of speech clearly invoke the five senses (sight, feeling, smell, etc) to convey emotion and meaning?
3. Are there enough details to give the reader a complete view of subject under discussion?
4. Will the reader be able to identify with the conclusion made?
5. There is also need to proofread and correct errors in grammar and mechanics like punctuation and spellings. It's also the time to improve style and clarity.

A sample descriptive essay: Description of a desert

A desert is a vast plain of sand and stones, interspersed with mountains of various sizes and heights, usually without roads or shelters. They sometimes have springs of water, which burst forth, and create verdant spots.

The most remarkable of all the deserts is the Sahara. This is a vast plain, but a little elevated above the level of the ocean, and covered with sand and gravel, with a mixture of sea shells, and appears like the basin of an evaporated sea.

Amidst the desert, there are springs of water which burst forth and create verdant spots, called oases. There are thirty-two of these that contain fountains and palm trees; twenty of them are inhabited. They serve as stopping places for the caravans, and often contain villages.

To be thirsty in a desert, without water, exposed to the burning sun, without shelter, is the most terrible situation that a human being can be placed in, and one of the greatest sufferings that a human being can sustain; the tongue and lips swell; a hollow sound is heard in the ears, which brings on deafness, and the brain appears to grow thick and inflamed.

If, unfortunately, any one falls sick on the road, he or she must either endure the fatigue of traveling on a camel, (which is troublesome even to healthy people,) or he or she must be left behind on the sand, without any assistance, and remain so until a slow death comes to relieve him or her.

By Academic Help 2018.

Adapted from: <https://academichelp.net/samples/academics/essays/descriptive/description-of-a-desert.html>, retrieved on April 25, 2018

Read the above sample narrative essay and answer comprehension questions that follow.

1. What are the main features of a desert as described in the above text?
2. Why does the author say that it is possible to live in desert?
3. What do you think would happen if someone dies in desert?

8.4.4. Application Activity

Write a 200 word essay describing 'Mountain gorillas'

3. Expository essay

An expository essay should be an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic using facts statistics and examples. An expository essay can take a wide range of essay forms which include comparison and contrast, cause and effect, explanatory or process essays.

Expository writing is a life skill. More than any other type of writing, expository writing is a daily requirement of most careers. Understanding and following the proven steps of the writing process helps all writers, including students, master this type of essay writing.

Normally, the expository essay is composed of five paragraphs. The introductory paragraph contains the thesis or main idea. The next three paragraphs, or body of the essay, provide details in support of the thesis. The concluding paragraph restates the main idea and ties together the major points of the essay.

Here are tips for each part of the expository essay structure and writing process:

1. In the prewriting phase, writers should take time to brainstorm about the topic and main idea. Next, do research and take notes.

Create an outline showing the information to be presented in each paragraph, organized in a logical sequence.

- When creating the initial draft, consider the following suggestions:
 - The most important sentence in the introductory paragraph is the topic sentence, which states the thesis or main idea of the essay. The thesis should be clearly stated without giving an opinion or taking a position.
 - Each of the three body paragraphs should cover a separate point that develops the essay's thesis. The sentences of each paragraph should offer facts and examples in support of the paragraph's topic.
 - The concluding paragraph should reinforce the thesis and the main supporting ideas. Do not introduce new material in the conclusion.
2. Since an expository composition discusses an event, situation, or the views of others, and not a personal experience, writers should use the third person ("he," "she," "it" and "they"), and avoid "I" or "you" sentences.

3. In the revision phase, writers review, modify, and reorganize their work with the goal of making it the best it can be. These considerations should be kept in mind:
 - Does the essay give an unbiased analysis that unfolds logically, using relevant facts and examples?
 - Has the information been clearly and effectively communicated to the reader?
4. Watch out for “paragraph sprawl,” which occurs when the writer loses focus and veers from the topic by introducing unnecessary details.
5. Is the sentence structure varied? Is the word choice precise?
6. Do the transitions between sentences and paragraphs help the reader’s understanding?
7. Does the concluding paragraph communicate the value and meaning of the thesis and key supporting ideas?
8. At this level, proofreading, correction of errors in grammar and mechanics like spellings and punctuation marks and editing to improve on style and clarity are very important.

8.4.5. Application Activity: Exploring an expository essay

The impact of rising of Teenage Gangs and its negative consequences

Teenagers constantly look for the place they belong to. Unfortunately, a vast majority of teenagers take a wrong turn and get lost on their path to acceptance. The rise of teenage gangs is a major problem nowadays.

Teenage gang is defined as an organized group of adolescents and/or young adults who rely on group intimidation and violence to commit criminal acts with the purpose to gain power, recognition and control.

The rise of teenage gangs is perfectly explained in a study published in the Journal of Adolescent Health where researchers discovered there were 1,059,000 youth gang members in the United States in 2010. The primary reason why this staggering number of gang members goes unnoticed is due to the fact that they may not conform to popular perceptions of teen gang demographics.

Another potential reason why the total number of gangs and gang members keeps increasing is because a great majority of crimes they commit usually goes unreported. As a result, government officials find it difficult to gather exact data about this growing issue.

Risk factors that enhance a teenager's odds of joining a gang include drug or alcohol abuse, negative influences, peer pressure, a strong desire for recognition and belonging, lack of parental supervision and limited attachment to the community.

Although the current data shows the staggering number of gang members, it is assumed the problem could be even more severe as most of them do not fit into the gang demographics and many crimes are not reported.

Finally, there is a growing need for the entire society to take necessary measures and work on this issue. If not, the consequences could be far more severe.

Adapted from: https://au.edusson.com/bundles/asterfreelance/_layout/files/AuEdussonCom/ExpositoryEssay.pdf retrieved on May 5, 2018

Read the above sample narrative essay and answer comprehension questions that follow.

1. What should society do in order to curb down the cropping up of teenager gang groups? Use the following transitions and connectors for expository essays .

For example	As evidence	In this case
In fact	In support of	As stated in / by
For instance	Such as	According to

2. Write an expository essay of 300 words about "the measures taken by the government of Rwanda to curb the emergence of teenager gangs."

4. Persuasive Essay

- Like an expository essay, a persuasive essay should always be based on facts. This is the mere reason that persuasive essays are supposed to convince the reader about a given issue or situation. But since the main purpose of a persuasive writer is convincing, some little exaggeration could be allowed in persuasive essays.
- A persuasive writer must build a case using facts, logic and building a sense of clarity. The writer should present all sides of the argument.

Here are persuasive essay tips for each phase of the writing process:

1. The prewriting phase of writing a persuasive essay is extremely important. During this phase, the writer should plan every aspect of the essay by:
 - Choosing a position. Students should think about the issue and pick the side they wish to advocate for.

- Understanding the audience. In order to write an effective persuasive essay, the writer must understand the reader's perspective. Is the reader undecided or inclined to favor one side or the other?
 - Doing research. A persuasive essay depends on solid and convincing evidence.
 - Don't rely on a single source. Pull information from multiple websites and reference materials. Speak with community experts and teachers. Read and take notes. There is no substitute for knowledge of both sides of the issue.
 - Identifying the most convincing evidence, as well as the key points for the opposing view.
 - Creating an outline. Organize the evidence to build the strongest possible argument.
2. Typically, the persuasive essay comprises five or six paragraphs: Introductory paragraph, body paragraphs, opposing view paragraph and concluding paragraph.
 3. When writing the initial draft of a persuasive essay, consider the following suggestions:
 - The introductory paragraph should have a strong "argument" that grabs the reader's attention.
 - Open with an unusual fact or statistic, a question or quotation, or an emphatic statement.
 - The thesis statement should leave no doubts about the writer's position.
 - Each body paragraph should cover a separate point, and the sentences of each paragraph should offer strong evidence in the form of facts, statistics, quotes from experts and real-life examples.
 4. In the revision phase, the writer reviews, modifies, and reorganizes his/her work with the goal of making it the best it can be. The following must be taken into consideration:
 - Does the essay present a firm position on the issue, supported by relevant facts, statistics, quotes, and examples?
 - Does the essay open with an effective "argument" that intrigues readers and keeps them reading?
 - Does each paragraph offer compelling evidence focused on a single supporting point?

- Is the opposing point of view presented and convincingly refuted?
 - Do the transitions between sentences and paragraphs help the reader's understanding?
 - Does the concluding paragraph convey the value of the writer's position and urge the reader to think and act?
5. Next, proofread and correct errors in grammar and mechanics like spellings and punctuation marks, and edit to improve style and clarity.

Transitions and connectives that are used while writing persuasive essays:

For example	As evidence	In this case
In fact	Since	Besides

8.4.6. Application Activity: Analysing a sample persuasive essay

Why Freelance work is better than Full-time work

Since the time freelancing became an option, wide discussions about what is better between full-time jobs or freelancing have continued. An employee working in an office has a guaranteed monthly salary, all kinds of bonuses, paid vacations and sick days, and a number of other social benefits. On the other hand, a freelancer is a self-employed person, so it is always his or her problem and responsibility whether he or she wants to take a break, get sick, or lack income.

The first benefit of freelancing is a flexible working schedule and conditions. A regular office worker gets up close to 7 a.m. and rushes through half the city through bad weather, traffic jams and crowds of people to spend eight hours in a cubicle, and then go back home. On the other hand, a freelancer does not have to go to work every day: his or her home is the workplace in the majority of cases. Besides, a freelancer often does not have a specific work schedule.

There is a tendency for workers to overstay in their offices, trying to deal with the ever-increasing flow of daily tasks. Even when an office worker is at home or on vacation, he or she continues being bombarded with work emails, phone calls, and notifications and, in fact, office workers are expected to be available. A freelancer, on the other hand, is his or her own manager, having to accomplish only the work he or she has applied for. Freelancing may be an even better option if you are a woman willing to dedicate your time to raising your children, but without abandoning your career; men will find this option useful as well.

Being a corporate employee has its own advantages, and it would be wrong to say that full-time work is somehow inferior to freelancing. Office workers get a stable

income, enjoy social benefits such as paid vacations and sick days, and are, in general, more protected than freelancers. However, freelancing can offer a number of benefits that could make office work seem dull. Freelancing might not be for everyone but perhaps everyone should try freelancing at least once in their life.

By Academic Help 2018.

Adapted from <https://academichelp.net/samples/academics/essays/persuasive/freelance-is-better-than-full-time-work.html>, retrieved on May 4, 2018

Read the above sample narrative essay and answer comprehension questions that follow.

1. State advantages and disadvantages of full-time work.
2. According to you, which style of work would you like to choose and why?
3. In 200 words, write a persuasive essay on “why and when to start learning a foreign language.”

5. Definition Essay

In this kind of essay, the writer develops a long discourse in a style and by words or phrases that seem to define a given subject. A definition essay discusses an idea or concept or some personality in a manner that seeks to explain the nature or its characteristics in greater details. Definition essays usually revolve around philosophical and abstract topics.

There are some steps to follow for writing a definition essays:

- Choose a term you want to define, and introduce it to your readers. This can be done in several ways, but your main goal at the outset is to indicate the contents of your paper clearly.
- Use several sources (dictionaries or encyclopedias) to see how the term you have chosen is usually defined. Then, think of a way to combine or merge them to give your own, unique definition.
- Present the term you’ve chosen to your readers in the introductory part of your paper.
- In the main body paragraphs, provide your readers with information about the term.
- Think of a couple of sound examples that will fully illustrate and explain your definition.

8.4.7. Application Activity: Analysing a sample definition essay:

Defining an educated person

We understand that if you go to school, you will learn a subject well, but we also understand that many of us will see career paths that are not traditional, or linear in nature. If all we learned was basic skills and knowledge, we would cease to be educated the minute we stepped away from our chosen field of study. An educated person is one who has undergone a process of learning that results in enhanced mental capability to function effectively in familiar and new situations in personal and intellectual life.

Being an educated person means being able to continuously learn. To have knowledge and to know how to use it are both components of being educated. It implies that the process of becoming an educated person is something that will deliver a lifetime value, rather than simply a skill that can be used to get a job.

This lifetime value is one of the reasons education usually pays for itself down the road. As students who become educated people are more adaptable, more successful and better able to succeed when placed in difficult situations.

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Adapted from <https://www.bartleby.com/essay/The-Definition-of-an-Educated-Person-P3QBWFMYRFA>, retrieved on May 4, 2018.

Read the above sample narrative essay and answer comprehension questions that follow.

1. According to the passage, what are characteristics of an educated person?
2. What do you understand by being an Educated person?
3. Write a definition essay of 250 words on this topic: Defining ethical behaviour.

6. Compare and Contrast Essays

Compare and contrast essays are always constructed about two concepts or items bringing out their similarities and differences. Point by point, the writer is supposed to construct paragraphs which elaborate on the similarities of the two concepts, ideas, or items. After exhausting the points of similarity, then point by point, elaborate where the two concepts, items or personalities are similar.

There are six steps for writing a compare and contrast essay:

- Carefully considering two (or more) texts or items from which to develop the compare and contrast essay. This is a kind of pre-writing work which can give the basis to start the actual essay head-on.
- Making a list of identified key similarities and differences from the texts, that is writing down everything regardless its size or importance.
- Selecting the most important points to become the central argument. At this level, the most important points that mark similarities and differences are noted.
- Writing an outline that will form the skeleton of the compare and contrast essay. This is a breakdown or the flow of the essay, only the main points to develop are noted. The introduction that lays out the general idea behind the argument is set, followed by the body of the essay. This should be around four paragraphs long.
- Adding textual details to the set outline to make the whole essay. This involves supporting the major points with evidence from read texts.
- Editing after the essay has been fully developed to ensure that all errors have been checked and corrected. This should be done for both content (faulty arguments) and form (grammar, spelling, etc.).

Transitions and connectives that will help you while writing compare and contrast essays

Also	Just as	In the same manner	Unlike	In spite of
And	Likewise	Have in common	Compared to	In contrast
All are	Although	In a like manner	Contrasting	However
Besides	The same as	As opposed to	Instead	On the contrary
But	While	Nevertheless	Whereas	Despite

8.4.8. Application Activity: Analysing a sample compare and contrast essay:

Differences between good and bad bosses

Everyone knows how important it is to have favorable conditions at the workplace. One of the most important factors, is the manager or the boss who directs the working process. Let us try to figure out the differences between good and bad managers, or bosses.

There are bosses who are typical “emotional vampires or bad bosses.” These people are extremely difficult to work with, and even though they may possess traits necessary for performing their duties excellently, their subordinates usually suffer severe stress because of their bosses’ psychological peculiarities.

According to the clinical psychologist Albert Bernstein, vampires or bad bosses fall under four categories: anti socials, obsessive and compulsives, histrionics and narcissists.

Bad bosses may be highly competent in regarding their field of work, but it is the skill to manage personnel, to inspire rather than to enforce, which makes yet another difference between the good and the bad boss.

A “good boss,” on the contrary, does not try to regulate everything, or put himself or herself on a pedestal. Such a person is supportive, knows the weak and the strong professional traits of each of his or her subordinates, listens to what staff has to say, encourages personnel, and cares not just about the work done but also about the team in general and about each of the team’s members.

And even though it is important for a manager to care about the tasks his or her team must accomplish, a good manager will always consider the capabilities and skills of his or her team, instead of blatantly demanding results without regarding how people in the team feel. In fact, a “good” boss can possess all the traits of a “bad” one: he or she can criticize, yell, or force people to do a lot of work within a short period of time, for example.

In other words, many of the “nasty” things “bad” bosses do can be done by “good” bosses as well, but a “good” boss uses such tactics only when it is necessary and knows when to stop being pushy, unlike “bad” bosses, who know no other manner of management.

The relationships between bosses and their employees greatly affect the productivity and the quality of work within any company—this is why it is important that these relationships are, if not friendly, then at least constructive and respectful.

On the contrary, good bosses treat their subordinates with respect, consider their emotions and professional capabilities, care about teamwork, try to inspire employees instead of forcing them to do something, and even when they need to be pushy and harsh, such bosses always know when to stop.

Academic Help 2018. Adapted from <https://academichelp.net/samples/academics/essays/compare-contrast/differences-between-good-and-bad-bosses.html>, retrieved on May 3, 2018

Read the text on pages 197-198 and carry out the following tasks:

1. Explain how some managers may impede the progression of a company.
2. Write a short summary of fifty words that justifies how to work with a bad boss could affect harmony in family.
3. Write a compare and contrast essay of 150 words on this topic: Differences between creation and evolution.

7. Cause and Effect Essay

Cause and effect essays are about reasons why things happen (causes) and what happens as a result (effects). Cause and effect is a way of organizing and discussing ideas in which situation one comes as a result of the other.

When writing a cause and effect essay, the chronology or order of events is of great importance. For clarity one has to show how some events or situations lead to others. In this case, the order of importance in which the events occur should be adhered to. This order of events should be presented from the most or to the least important.

Steps to follow when writing a cause and effect essay:

- Distinguish between cause and effect:

To determine causes, ask, to identify effects, ask, "What happened because of this?" Develop your thesis statement. State clearly whether you are discussing causes, effects, or both. Introduce your main idea, using the terms "cause" and/or "effect."

- Find and organize supporting details:

Back up your thesis with relevant and sufficient details that are organized. You can organize details in the following ways:

- Chronological order: Details are arranged in the order in which the events occurred.

- Order of importance: Details are arranged from least to most important or vice versa.
- Categorical order: Details are arranged by dividing the topic into parts or categories.

It is important to use appropriate transitions in order to blend details smoothly in cause and effect essays. For this, the following transitional words and phrases are needed:

- **For causes:**

Because, due to, one cause is, another is, since, for, first, second etc.

- **For effects:**

Consequently, as a result, thus, resulted in, one result is, another is, therefore etc.

8.4.9. Application Activity: Analysing a sample cause and effect essay:

Causes and effects of global warming

There are many causes of global warming which affects human lives and health in many aspects. Increase in environmental temperature and climate change has become very clear over the last 50 years because of the increasing level of greenhouse gases concentration (like water vapour, CO₂, methane, ozone, sulphur and nitrogen gases, etc.) in the atmosphere. Such greenhouse gases contribute to increasing greenhouse effects.

The major cause of increasing greenhouse gas in the environment is burning of fossil fuels which emit carbon dioxide and heat the atmosphere. Such greenhouse gases have the capacity to absorb more heat from the sun and electricity used by human beings in many ways, which in turn warm the whole atmosphere of this planet. The effects caused by the greenhouse gases (water vapour, CO₂, methane, ozone, nitrous oxide, hydro fluorocarbons, Sulphur hexafluoride, per fluorocarbons, chlorofluorocarbons, etc) are called greenhouse effects.

Heating of the environment increases atmospheric temperature (by 3° to 5° C by the year 2100), increases sea level (by 25 meter by year 2100) and heat, melts glaciers, increases health disorders, changes climate, changes weather, increases annual power of hurricanes, calls natural disasters (floods, heat waves, droughts, tornadoes), lowers down the amount and quality of agricultural yields, enhances

glacial retreat, reduces summer stream flows, extinctions of various important plants and animal species and so many. There are some other dangerous effects of the global warming which continuously affect the lives of human beings, plants and animals.

Global warming needs to be solved urgently by the active effort of each and every human being living on this planet.

Read the text on pages 199-200 and answer the following questions:

1. List causes and effects of global warming mentioned in the passage.
2. What are the negative effects of global warming on human beings and other living creatures?
3. Write a causes and effects essay of 200 words on "Environment pollution"

8. Process Essays

Process Essays are always written about topics which seek to explain how something is done or works. In this kind of essay, the writer is supposed to lay down instructions or directions one follows in the process of doing something. This may include how, for example, to repair your computer or to bake bread (how to do something). On the other hand, process essays which seek to elaborate on how something works craft/develop their discourse in a style and phrases that inform the reader. Such topics could revolve on, for example, how a computer works or a baking machine works or how an X-ray works.

This type of essay involves a step by step explanation of how something happens or is done. Getting steps in the correct order, helps to avoid confusion in the process described. Thus keeping chronological order is important in this type of essays.

Writing a process essay is very simple, but only when the step-by-step approach that allows for crafting a brilliant paper is respected:

Determine the target audience

Before starting writing, it's important to think about the targeted audience and what their expectations are.

Create a list of materials or tools

A process essay discusses how something is done, and we all know that in order to do something, some materials or tools are needed. Therefore, before starting to

write, the writer should create a complete list of the tools or materials the reader will need to understand the task being explained.

Make an outline or a plan

If research has been completed for this essay, the notes about what is planned for the content should be available. It is always required for a process essay that the writer goes through the task him or herself.

Start writing

It is always important to uphold the main structure of an essay. Every essay must include an introduction, body and conclusion. In addition to this, the following tips must be implemented:

- Draw the reader's attention in the introduction
- Give the reader some clues
- Use transition words or phrases between sections
- Use the outline for guidance
- Group the steps in paragraphs
- Get into details
- Mention and describe the end product
- Reiterate and restate everything in the conclusion
- Proofread the essay several times

Conclusion

The conclusion of an essay is a short summary of what has been discussed in the body.

8.4.10. Application Activity: Analysing a sample process essay: Seven easy steps to quit smoking

Smoking is a scourge to countless individuals. Despite the numerous anti-smoking campaigns held all over the world, the number of smokers has been declining slowly. In addition, thousands of ex-smokers succumb to temptation and return to this bad habit. They feel depressed due to the fact that their will was not strong enough. All you need in order to quit is your intent to do it and your personal will. This is the process that you can follow:

- The first step is to make a final decision to quit. Do not just fall for others' exhortations; do not persuade yourself that you have to quit smoking as soon as possible. Give your decision some time to ripen and make it when you understand that you actually want to quit.
- Second, help yourself develop motivation. Start reading stories of people who managed to quit for good; count how much money smoking costs you per month, or per year; study statistics of deaths caused by smoking; find some information about its impact on the human body.
- When you are done with steps 1 and 2, the third step is not to rush throwing away your cigarettes. Instead, observe situations when you usually smoke. You think about cigarettes in a number of typical situations: in the morning, after taking food, when stressed or bored, while waiting, before going to bed, and so on.
- The fourth step is to assign a day when you are going to smoke your last cigarette. Do not wait for this date with despair or fear of terrible trials coming; do not delay. Instead, think of this day as the date of your release. Then smoke your last cigarette.
- Fifth step is to understand that smoking is much more about psychological addiction than physical addiction, so make a list of activities that would help distract you from thoughts about cigarettes when they appear. For instance, you can delve deeper into your job or hobbies, go jogging, ride a bike, go to a concert, or perform any other healthy activity.
- Next step is to start a physical exercise routine. This will help you feel you have moved on to a new life.
- Finally, you will experience a temptation to check if you have quit, to test your willpower. Usually, a person decides to see if everything worked out, smokes a cigarette, thinking that the habit is broken and that there is nothing to worry about and returns to it again."

It is easier to say than to do. Still, quitting is an act worth doing. It will have a significant, positive impact not only on your health, but also on your self-respect, faith in yourself, and your ability to succeed in many more facets of life.

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Adapted from: <https://academichelp.net/samples/academics/process-papers/> retrieved on May 4, 2018

Read the essay on pages 202-2003 and answer the following questions:

1. How do you think people are engaging in smoking?
2. Write a short paragraph of 50 words that summarizes the process of abandoning smoking.
3. Write a process essay of 200 words on the following topic: Process of self-realization.

9. Recounting essays

Writing a type of recounting essay involves narrating about something that happened in the past. Here, one must take care to explain what happened, where it took place, when it happened, who was involved, and why it occurred.

Recounting essays should usually detail the order in which the events took place. This means chronology or order of events is an essential aspect of recounting essays. Normally, recounts should be based on facts, indicate procedures and revolve around personal experience topics.

The purpose of a recount essay can be to inform, entertain or reflect and evaluate. It can focus on a specific section of event or retell the entire story.

Pick an appropriate title: Most recounts have a title, and that title should summarize the text in a few words.

Set the orientation: The orientation includes all of the background details the reader will need to understand your story. You could also label the orientation as the "setting" of your story.

Recall and relay the correct sequence of events. Your recount should describe one significant incident, but each event or step that happened during that incident happened in a specific order.

Pick out important details. A lot may have happened during the activity you describe in your recount, but if you provide too many details, you can overwhelm or bore the reader. Stick with important details that push the story along instead of slowing it

down. As a general rule, only describe events that the reader would not be able to predict.

Separate major parts into different paragraphs. Each major event in your recount should have its own paragraph.

Include descriptive details as needed. Descriptive details may not seem necessary at first, but they can help strengthen the image you're describing in the mind of your readers.

Re-orient the reader. Near the end of the recount, you should note the setting again to tie things up and remind the reader of what you were describing.

Transitions describe the order of events. A few examples include: first, next, later, meanwhile, then, finally.

8.4.11. Application Activity: Analysing sample recounting essay: A trip to the national park

Last Saturday, my friends and I went for a trip to the National Park. The trip was organized by Abu Bakar. We went there by bus. The journey took about 2 hours. We chose the National Park because we wanted to get away for a few days after a stressful week of final examination. The purpose of this trip was to let us appreciate the beauty of nature and at the same time learn more about flora and fauna species found there.

Our first activity was boat riding. We crossed a river to visit the Orang Asli settlement. It was a unique experience as we got a chance to learn their culture and how they lived. At that time, we knew the Orang Asli have equally varied occupations and ways of life.

The next activity was cave exploring. The cave was very dark but luckily we brought torchlight to explore what was in there. While we were walking, we saw a population of bat hanging upside down. The supervisor in charge told us that the bats were sleeping. They slept during the day and find food at night. We all spellbound on how they slept without falling. After a while, we found a waterfall. We made hay while the sun was shining and we took a dip in the waterfall. It was breathtaking with beautiful scenery, chirping birds and cool crystal clear water. We all shrieked and splashed each other as the icy water stung our bare skin. It was definitely a relief from stress from the intense weather and exhausted day. How could we resist such a great temptation? We saw a lot of fish swam around full of life. We caught the fishes for barbecue at night. We decided to wrap our day as the sun started to disappear.

On the next morning, we went for jungle trekking. This activity not only gave us the rush of adrenaline but also built our stamina. All of us were fascinated at seeing the wild animals, plants and rich biodiversity found in Malaysia. The flora and fauna were very beautiful and colourful. My friend, Shasnaa, screamed as she saw a huge millipede. We all burst into tears. We took photographs to parcel these unique experiences. It was cool and refreshing in the vegetation. The fresh air that surrounds the area was good for us to recover from the hustle and bustle of city life. It is a pity this vegetation is facing greater danger of being lost to development. Many people do not realize that it is a real gem. We returned to the chalet as the clouds started to roll in. Thank God we had the chance to explore the jungle.

On the last day, we woke up early and packed our things to go home. All of us craved to go for another trip as soon as possible.

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Adapted from <http://teachernuha.blogspot.com/2012/10/writing-recount-trip-to-national-park.html>, retrieved on May 5th, 2018

Read the essay on pages 204-205 and answer the following questions:

1. What was the purpose of the trip?
2. Mention some amazing places visited in the passage.
3. Write a recounting essay of 150 words on the trip that you have ever attended or read from the newspapers or books.

8.4.12. Listening and speaking

Class Debate

Motion: "Failing an exam means that one is not intelligent"

8.5. Understanding and Responding to Instructions in Examinations

8.5.1. Listening and Speaking: Role-Play a Dialogue

A Dialogue between two students after exams

Kalisa: Hello, Isimbi. How are you doing?

Isimbi: I am not actually fine today.

Kalisa: Why? Are you sick?

Isimbi: No, I am not sick but I think I failed.

Kalisa: But the questions were very clear.

Isimbi: How do you dare saying that questions were very clear while I could not even understand what the teacher wanted us to do?

Kalisa: I am not getting you. Do you mean you didn't understand examination instructions?

Isimbi: Yes, the teacher was using fancy terms like "discuss", "outline" etc.

Kalisa: Ooh! You should learn examination instructions. For example when the teacher uses the term "discuss" they want you to investigate and examine, and thereby explore the implications, advantages and disadvantages before drawing your own conclusion.

Isimbi: What about "outline"?

Kalisa: If the examiner uses the term "outline" they want you to state your points in a sketch form. While answering such questions, you do not have to present your points in full sentences, but in the shortest and clearest possible form. You should do this showing how points connect, develop or relate to other points.

Isimbi: Then why don't they just tell us what to do instead of using those fancy terms?

Kalisa: Normally, teachers don't use these terms to make our life a hell. On the contrary, they want to make our task clear using very few words.

Isimbi: But I still think that we could understand better if they give instructions in the straightforward way.

Kalisa: Yes, I am getting you. But it takes quite a lot more words to give instructions in the straightforward way. Now, remember the terms I have just explained to you, do you think the examiner should use all of those words while they could just use one word?

Isimbi: I think you are right. We should learn the meaning of examination instructions. See you.

Kalisa: See you, Isimbi.

Read the above sample narrative essay and answer comprehension questions that follow.

1. Identify the problem Isimbi faced during the examination.
2. Does Isimbi appreciate the way teachers construct questions? Explain.
3. Do you think it is worth using terms that Isimbi refer to as “fancy terms” in examination instructions? Justify your answer.
4. Account for Isimbi’s conviction as far as the importance of words used in examination instructions that she called “fancy terms” are concerned.

Notes:

When looking at an instruction or exam question, study the verbs your teacher or examiner has used. You may be wondering why teachers or examiners use fancy terms like ‘discuss’ or ‘evaluate’ in questions.

The person who sets the questions isn’t using ‘fancy terms’ to try to catch you out. On the contrary, their purpose is to clarify your task. That way, there’s no ambiguity and no room for misunderstanding. For instance, ‘illustrate’ asks you to explain using examples, diagrams or drawings, not just to explain generally. But if you’re asked to ‘summarise’, should you give an example? No. So it’s to help you, not to hinder you, that these terms are used in assignments and exams. (Tracy, 2008)

The above words may look ambiguous, but they can be translated into very straightforward language. So why not just use the straightforward language in the first place? Simply because it takes quite a lot more words to say it the straightforward way. For instance words such as:

Compare would mean find similarities and differences, then weigh up whether the items have more or less in common.

Discuss would mean examine important aspects of; argue all sides before drawing a conclusion one way; outline the arguments, backing them up with evidence; consider the implications.

Therefore, it’s worth spending some time and effort now learning the meaning of question instructions that come up most frequently in different subjects. Not only will you improve your grades, you’ll also do so while spending considerably less time and effort than before. For instance, “contrast” usually means, “Show differences”. It tells that you don’t need to focus on similarities. “Outline” asks for a brief description

only. “Comment” invites you to give your own opinion, not anyone else’s. Can you see how much time and hassle you could be saving yourself?

Learn the translations that are useful for your exams. Remember that the examiner isn’t trying to catch you out. He or she has a marking scheme (a score sheet, basically) and for every point that you make that’s also on that scheme, you effectively get a mark. The better you understand the tasks that the examiner has in mind, the more marks you’ll get.

How do you learn this huge list? You don’t. Instead, look over a few past papers in your subject to find out what kind of question instructions you’re likely to get in each topic. For instance, in English, you’ll often see question instructions like “discuss” or “compare and contrast”. In Geography and History you may be asked to “outline” or “evaluate”. Economics questions often ask you to “calculate”.

Once you’ve familiarised yourself with the question instructions that relate to your topic, you may find it helpful to try a few past exam questions in timed conditions to get some practice at carrying out the relevant tasks. You don’t necessarily need to write out your answer in full; it’s usually enough to do timed plans.

Past paper practice of this kind will help you to get proficient at handling these terms so that they stop antagonising you and give you confidence in the exam.

Adapted from Understanding Question instructions in Assignments and Exams by Eileen Tracy (2008)

There are two categories of questions:

Objective and subjective questions. With this background, it’s recommended to take time to carefully read the question.

a. Objective Questions

They require plain and definite answers which can be easily traceable in the text. As far as other types of questions are concerned, Task Oriented Objective Prose Passage here, is used to refer to either a comprehension passage, an extract from a text/ novel and speech. Questions require factual answers that are not influenced by your personal emotions, feelings or beliefs.

Below are the common instruction terms for the Task-Oriented Questions:

- 1. State:** In questions on prose passage, this instruction requires you to briefly present your points as laid down in the text. There is no need for any explanation. However, in the Anglo-phone system, the conventional approach is having your answer in full sentences. In other general questions (that are not on prose passage) this instruction simply requires you to present ideas clearly but briefly.

2. **Outline:** This is stating your points in a sketch form. You do not have to present your points in full sentences, but in the shortest and clearest possible form. Do this showing how points connect, develop or relate to other points.
3. **Define:**(something, concept, or anything as the examiner may wish). This is to identify and briefly state the traits or characteristics or appearances or attributes of something, someone or a specified concept as required by the examiner.
4. **Describe:** (something, place, someone or a process of...). Describing involves talking about the how and what of an event, person, or process in ample detail. Such questions where you are asked to describe demand your effort in creating a clear and vivid image of something.
5. **Compare and Contrast:** Comparing and contrasting involves laying down the similarities and differences between two or more items, events, persons, processes, situations, activities and so on. Normally, such questions demand factual ideas not subjective ones. It is, therefore, unnecessary to patch up the aspects of your personal views whenever dealing with such questions. This is especially so while attempting passage prose questions. In most cases, these points are clearly laid out in the passage.
6. **Summarize:** (the process of doing... or making,...the attributes of..., the reasons of what or whatever...). Summarizing requires stating the major points on something with utmost precision and conciseness. Your response to a question of summary does not demand illustrations or examples to support the points raised. Simply state your point.
7. **Enumerate:** The instruction term “Enumerate” whenever used by the examiner, shows that he or she is not interested in a detailed response or answers. Such a question requires that you recount your points one by one, in a concise form. The term is equivalent to and demands as much as list or outline questions.
8. **Identify:** The Instruction term “Identify” as used in Examination questions, if used in isolation, invites a candidate to pick out the key features of something. For instance, identify the figures of speech in the passage above. The answer to such a question constitutes a simple outline of the figures of speech like metaphors, symbolism, personification, allusions, similes, metonymy, and the like as may be traceable in a given passage prose.

Although this instruction term is possible in the Prose and Poetry examinations, it is very unlikely in the examination questions of other literary genres. More often than not, examination questions on the novel and Drama demand very comprehensive discussions.

b. Subjective Questions

Content-Oriented or Subjective Questions do also require the candidate's knowledge of the text or a passage prose. The textual knowledge has to be backed up by one's personal views and analysis. Sometimes, a candidate may have to borrow some illustrations and examples outside the particular passage being examined. For that matter, the marking scheme (guide) of such questions is always open and flexible. The major reason being that the answers and illustrations may vary from one candidate to another. No matter the variation in illustrations, the core points must owe their bearing to the content of the text, that is, the passage under examination. (Amooti, 2016)

Below is a check list of the common instruction terms used in subjective Essay questions:

- 1. Account for:** Explain the reasons for, one must give an indication of all relevant circumstances leading to a given situation. In other words, this Instruction phrase "account for" requires the candidate to give reasons why something or someone is the way he or she is or what happened, and how it happened. The phrase should not be confused with "Give an account of..." which asks only for a detailed description.
- 2. Analyze:** The process of analyzing involves studying something in depth, identifying and describing in detail the main characteristics or elements or nature of that object in detail. On the other hand, analyzing entails breaking down an issue or idea into its component terms, discussing each of the components, and then showing how they interrelate.
- 3. Assess:** A question which uses "assess" as the key instruction term requires a candidate to make clear judgment about an issue or concept. The process of assessment consists of examining the idea closely with a view weighing up all the elements of the idea or situation. One has to consider, in a balanced way the strengths and weaknesses or points for and against a proposition in a given situation. Some other times, assessing may involve considering the value or importance of something, paying attention to its positive, negative and disputable aspects.
Finally, a candidate is expected to point out some resolution by giving a neutral position
- 4. Comment:** The Instruction term "Comment" is common in essay questions of subjective orientation. It has more or less the same connotation with "analyze" or "assess" as already explained above.

The act of commenting as some essay questions may demand requires analyzing an issue or idea with a focus on giving your opinion on the

strengths and loopholes of the subject. Of course, it would be more convincing to support your views with reference to appropriate sources.

- 5. Criticize or “write a critical analysis”:** A question that asks a candidate to criticize seeks for one’s skill of judgment. The onus is on giving your judgment about a statement or a body of work or emerging trends as advanced in a given text: passage prose, film, novel or poem. This demands that you spell out a judgment on the value or truth or sustainability of something or a tendency. In all cases of criticism, we are expected to express ourselves on the correctness or merit of the factor under consideration. Depending on the nature and content of what you are asked to criticize, you can also discuss both the limitations and good points of the matter.

Whatever the case, your discussion should keep in the confines of the text under consideration. And needless to say, you have to base your judgment on convincing evidence and concrete examples.

- 6. Discuss:** “Discuss” is probably the most common Instruction term ever used by examiners in all disciplines across all combination options. The instruction term invites a candidate to give his or her views on the topic in question. Discursive question topics require that we investigate and examine, and thereby explore the implications, advantages and disadvantages. Your personal view is of paramount importance in questions of such nature. This type of question calls for a complete and detailed analysis of both sides of the coin. The best way of crowning a discursive answer is to stress your personal standpoint about the matter in the conclusive paragraph.
- 7. Evaluate:** In an evaluation question, a candidate is expected to present a careful appraisal of the issue or notion at hand. The appraisal should stress both the advantages and limitations; that is, the pros and cons of, let us say, a situation like crisis, an invention, or one’s apparent statement of victory. The act of evaluating an issue or notion calls for a critical examination first. Subsequently, you should give a judgmental observation regarding the utility, validity, and authenticity of the matter under consideration. Besides your personal opinion, an evaluation will be more convincing if supported by relevant illustrations.
- 8. Explain:** The “explain” question expects a candidate to clarify, elucidate, and interpret the point or notion he or she is presented with. In the answer to such a question, it is imperative that one fully states the “how” and “why” to reconcile any differences in opinion or experimental results. This is possible by stating causes, progression and effect of trends or tendencies. The purpose should be making the conditions or ideas that give raise to whatever you are examining very crystal clear. In most cases,

this is achievable by spelling out the reasons accounting for the important features or developments related to a debatable issue.

- 9. How far...?:** The “How far...?” question is similar to questions running thus “To what extent...?”. Questions of this nature expect you to make a case or present your argument. Your argument should reflect an awareness of alternate or even contradictory views about the concept or idea under discussion.

The opening or introductory paragraph should clearly state your verdict as to whether there is a big extent or insignificant level of what you are requested to discuss. If the question is on prose passage, your stand should always be based on the evidence portrayed in the text.

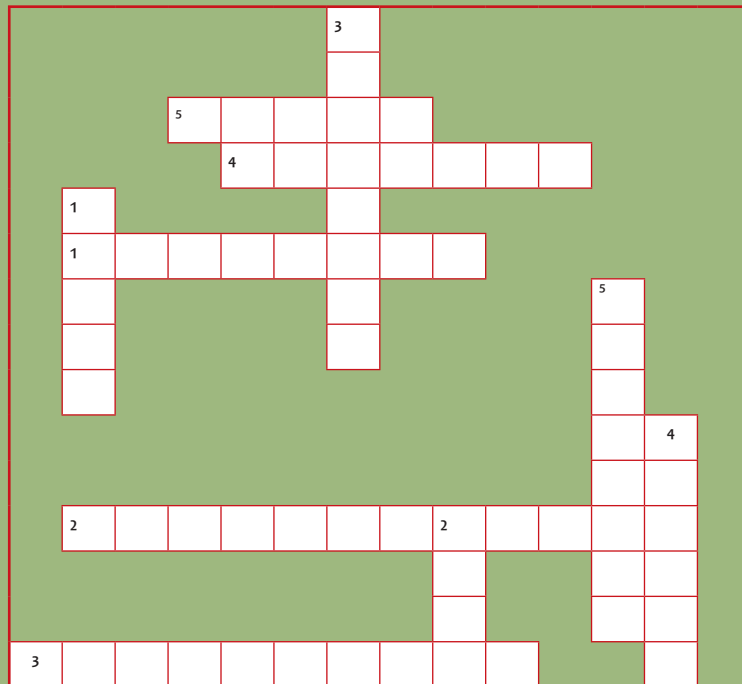
- 10. Illustrate:** A question which seeks illustrations usually requires that you explain or clarify your point or argument. The best aspects of illustration are presenting a figure, pointing out a case or event in the text (for prose passages), and giving a concrete example to justify your view. Illustrations are meant to make your point clear and explicit by use of valid examples.

- 11. Justify:** “Justify” is another common instruction term in essay examinations across the Humanities. When you are instructed to justify your answer or idea, you must present evidence to prove or show grounds for a decision or an event. In this kind of a question, the evidence or illustration should be presented in a convincing manner to make the examiner or any other reader believe what you say.

The examination instruction terms above are adopted from An Integrated Approach to Prose Appreciation by Mugumya Amooti

8.5.2. Application Activity

Copy the crossword puzzle below into your exercise book and complete it with words in relation to writing and examinations.



Across

1. Act of reading very fast through a written text in order to get general information about it.
2. Advice and information about how to answer a question.
3. An examination instruction that requires you to explain using examples, diagrams or drawings.
4. An examination instruction that requires you to investigate and examine, and thereby explore the implications, advantages and disadvantages before drawing a conclusion.
5. An alphabetical list, such as one printed at the back of a book showing page on which a subject, name, etc. is found.

Down

1. A short piece of writing on a particular subject, especially one done by students as part of the work for a course.
2. A way of discovering, by questions or practical activities, what a student knows or can do.
3. A problem used in an exam to test a person's knowledge or ability.
4. A reaction to a question.
5. A person who sets and marks exams to test people's knowledge or proficiency.

8.5.3. Sounds and spelling

Spellings

Rewrite the paragraph below by correcting misspelled words.

All examinations are anonymous. Therefore, do not write your name on the answer booklet. You should write only your matriculation/ registration number, correctly and legibly, in the space provided on the cover of each answer booklet. Providing incorrect/illegible matriculation number could risk your answer book being considered void.

Pronunciation

Practise reading the words below. You can use the dictionary to check their pronunciation. The words are read as follows:

1. Index / 'ɪndeks/
2. Essay / 'eseɪ/
3. Contents / 'kɒntents/
4. Instructions / ɪn'strʌkʃənz /
5. Evidence / 'eɪvɪdəns/
6. Question / 'kwɛstʃən/

8.5.4 Listening and speaking

Recite the following poem:

Exam Stress

What's this convulsion all around my neck?
I've bitten all my nails like a nervous wreck!
Hormones are flying from all of glands
Thinking my entire future lay right here in my hands.

My heartbeat is towering, I'm breathing so fast,
I'm still wondering how long these feelings will last!
All these negative thoughts are rising to my head
How I really wish I was dead instead!

Relaxing is the key many people told me,
But I never realised how hard it would be.
So all I can do now is hope and pray
That when I enter my exam these feelings will go away!

If those thoughts remain fixed in my head,
I would certainly fail my mother always said!
So I'm trying to think of things which are more cheerful,
But I'm unable to forget the thoughts that are truly fearful!

By Sujan Siva

Read the above poem and answer the questions:

1. Explain the speaker's feelings as depicted in the first and second stanza.
2. Does the speaker accept the solution suggested by people around her? Explain.
3. What does the speaker's mother advise her or him to do?
4. Identify and comment on the speaker's resolution.

8.6. UNIT SELF ASSESSMENT

8.6.1: Comprehension and vocabulary

Effects of Social Media on Communication Skills

With the emergence of Facebook, the way people communicate with each other changed forever. A social network allowing users to share the events of their lives through posting photos and status updates, to monitor the lives of their friends, and to communicate directly via a built-in messenger has revolutionized Internet communication, causing millions of people all over the world to share all kinds of information about themselves. There were, of course, other social networks before Facebook, but none of them garnered such a significant user base, remained as persistent, and continued to act as an effective form of communication as much as Facebook did.

Along with Facebook, currently there are many other social networks, each with their own features and purposes; what unites them all, though, is the idea of sharing. Seemingly, this should positively impact the communication skills of users, since it allows communication even for people far away from each other, or who are unable to communicate live. However, there have been numerous research studies proving the opposite: social media platforms not only impair a user's ability to share thoughts, but distort communication processes, creating more problems than they solve.

Speaking of the positive effects of social networks, they lie on the surface. According to surveys, 39% of respondents reported feeling closer to their friends because of social media, while 26% of the sample felt that they had more friends because of social media (NR Media). Facebook, Twitter, LinkedIn, and other similar services make daily communications between family members, friends, and business partners easier, more accessible, and independent of circumstances, such as distance. Communities existing on such platforms unite people sharing similar interests or concerns, and allow the representatives of various cultural backgrounds to reach each other with no constraints. Helping strangers meet and enabling initial communication between them. This is what social networks are definitely good for.

At the same time, numerous research studies prove that social media platforms negatively affect people's social skills. Probably the most alarming phenomenon connected to the extensive use of social media services is the decrease in quality of interpersonal communication. One of the big problems in modern interpersonal communication is the lack of interest people have for face-to-face communication; even today, there are many people (especially millennials, or younger) who prefer to solve work or personal problems via social messaging systems. Approximately 93 percent of communication today is already nonverbal, and thus requires an additional means of helping people understand each other (such as smileys or emojis), since text does not convey the total palette of intonations or facial expressions. This brings up several problems; for example, without these means, it is often more difficult to understand another person in a messenger system (the classical "he/she did not insert smileys, so I thought he/she is mad at me"); or, in real life, it may become harder to differentiate and understand real emotions. According to some experts, even families prefer texting over face-to-face chat. All this leads to difficulties in professional and personal relationships (Rampages.us).

Substituting real life experiences and events with Facebook-format online updates is another problem. Studies show that about 11 percent of adults prefer to stay at home on weekends and make posts on Facebook about how much fun they are having, instead of going out and acquiring real-life experiences. According to Hussein Chahine, the founder of the service Yazino, "Communication is constantly evolving. Some people are as used to seeing their friends' online avatar as they are their face [...] People increasingly prefer quick and frequent engagement with instant updates on news than a prolonged chat and are also finding new ways to catch up with friends from the comfort of their sofa." Mark Clennon, a graduate of the University of South Florida, says that "People tend to want to show others that they are having fun than actually having fun themselves [...] There's a greater desire to share with other people

you barely know, than actually hanging out with friends and making memories” (USA Today College).

This is directly connected to another problem: “Facebook depression.” Generally speaking, it is the sense of inferiority occurring when people (teenagers, mostly) compare their real lives to the lives of their Facebook friends based on the posts these friends make online and completely missing out on the fact that what they see is not necessarily true (NYBH). As a result, an interesting and alarming phenomenon emerges: many people sit at home, busy creating visibility of living fulfilled, happy lives, and suffer when they see how fulfilled the lives of other people are—who, in their turn, sit at home, busy creating visibility of living fulfilled, happy lives. This is a poignant example of a vicious circle.

Yet another impairment of communication skills caused by the extensive use of social media platforms is the impoverishment of language. Using messengers, people often use shorthand and shortened versions of words in order to type and deliver their messages as quickly as possible. However, such means of communication are much less effective than conventional ones (or rather, traditional, since contractions, slang, and abbreviations such as “brb,” “u r,” “m8,” “dunno,” and so on have already become almost conventional), and people getting used to them can experience difficulties in real-life interpersonal communication (Rampages.us). This is not to mention illiteracy, which is already becoming a scourge of this generation communicating through messengers.

Although social media may help people establish initial contact and aid people in uniting into groups under certain interests, they also cause a number of problems. In particular, nonverbal communication is gradually becoming one of the dominant forms of interpersonal interaction, negatively affecting people’s ability to deal with personal contact and meet the reactions and emotions of other people in real life. A significant percent of adults (up to 11 percent) prefer staying at home and communicating via their devices rather than going out and acquiring real-life experiences. This, along with “Facebook depression” and the overall impoverishment of language and communication skills, is alarming, and requires adequate and timely measures.

Adapted from <https://academichelp.net/samples/academics/essays/cause-effect/the-effects-of-social-media.html> retrieved on April 26, 2018

Read the text on pages 215-217 and answer the following questions:

1. Explain how anyone can avoid Facebook depression.
2. Identify at least three effects of social media on interpersonal communication skills.
3. Write a paragraph of 60 words to justify how people are positively benefiting from social media in different ways.
4. How do Hussein Chahine and Mark Clennon consider people who are using social media on communication nowadays?
5. Match the following words in column A to their meanings in column B

Column A	Column B
Platforms	a person or thing that causes great trouble or suffering
Scourge	an icon or figure representing a particular person in a video game, Internet forum, etc
Avatar	the declared policy of a political party or group
Barley	the process of losing or being deprived of strength or vitality; deterioration
Impoverishment	only just; almost not.

8.6.2: Grammar and phonology

- I. Fill in gaps with the transition words in the box below:

As soon as, in order to, since, until, whenever, although, moreover, nevertheless, otherwise & therefore.

- a. Mukamana did not revise her notes;she passed the exam. (nevertheless)
- b. You must reach the examination room on time,you will be dismissed. (otherwise)
- c. Students need to understand examination instructions..... answer correctly. (in order to)
- d.he can, the teacher will give you past papers to revise. (as soon as)
- e. Please be on time;try to be early. (moreover)
- f.you are given an exam, read instructions carefully before answering. (whenever)

- g. Kalisa is sitting for the national examination this year,he is studying seriously. (therefore)
- h.she was sick, she did all the exams. (although)
- i.last week, we have done ten tests. (since)
- j. Don't open your exam booklet..... the bell rings. (until)

II. Circle the letter of the word that correctly identifies the appropriate transition word or phrase. Then underline the kind of transition word you have used.

- a. REB introduced online registration programme, candidates had difficulties registering.

a. Nevertheless b. Because c. Before d. Thus

The transition word indicates: addition, cause and effect or time

- b. If you want to pass an exam, there is a number of things you need to care about. , reading instructions.

a. for instance b. in contrast c. similarly d. whereas

The transition word indicates: illustration/example, comparison or contrast

- c.most of students don't like fancy terms in exams, those terms help to avoid ambiguity .

a. Until b. Because c. Even though d. Consequently

The transition word indicates: time, contrast or addition

- d. The exam of English was as difficult.....the one of Kinyarwanda.

a. after b. as c. as a result d. like

The transition word indicates: cause and effect, time or comparison

- e. The exam questions were badly designed,they were not readable.

a. Moreover b. Because c. Just as d. Since

III. The transition word indicates: comparison, addition or cause and effect(6)

Give phonological transcription of the following words.

- a. Answer
- b. Booklet
- c. Examination
- d. Revise
- e. Test
- f. Composition

8.6.3. Summary Writing

Causes of lung cancer

Among the terminal diseases humanity has not yet learned to treat, cancer is probably one of the most feared illnesses. Unlike AIDS or other diseases widely spread in countries with low standards of living, cancer affect many countries including both rich and poor equally. Among the variety of different types of cancer, one of the most common is lung cancer; the environment in which people live in the 21st century greatly contributes to the development of this type of cancer.

The first and the most popular cause of lung cancer is smoking cigarettes. By numerous estimates, smoking cigarettes causes approximately 86% of lung cancer cases, including cases caused by passive exposure to smoke exhaled by other smokers. These chances increase if a person started smoking tobacco at a young age. Passive smoking poses a lesser threat, but is still dangerous. It is known that passive smokers (who are usually exposed to smoke at work or at home) have a 25% higher risk of lung cancer compared to people who are not exposed to the smoke of cigarettes. Regular heavy exposure to environmental tobacco smoke can increase the risk of lung cancer by 50%.

Genetics and lung diseases in one's genetics can also become significant risk factors of lung cancer. For example, if a person's mother, father, sibling, aunt, uncle, or grandparent has had lung cancer, the chances of this person developing lung cancer slightly increases. At the same time, it has not been yet researched whether genes indeed increase cancer chances, or they increase individuals' susceptibility to this disease. As for lung diseases, some of them are known to affect the chances of cancer development. In particular, among such diseases are tuberculosis and chronic obstructive pulmonary disease. Other illnesses like chronic bronchitis and emphysema can cause scarring in the lungs, which means the increase of the amount of tissue in them and as it is known, cancer is an uncontrolled division of cells, and the respective multiplication of tissues.

As for other environmental factors, one of the most significant among them is the exposure to asbestos fibers and similar materials. Usually, a person is exposed to these silicate materials at the workplace: technical works, such as thermal and acoustic insulation, involve the usage of asbestos. Nowadays, asbestos is limited or even prohibited from usage, since it has been proven that asbestos materials can cause both lung cancer and mesothelioma (cancer of the lungs' pleura, as well as cancer of peritoneum, a lining of the abdominal cavity). Even non-smoking asbestos workers have a five times higher risk of developing lung cancer; as for the smoking asbestos workers, their chances to get cancer are up to ninety-fold greater than nonsmokers.

As it can be seen, lung cancer does not develop on its own, but is triggered by a number of factors. The first and foremost of them is smoking tobacco, both active and passive. Exposure to asbestos materials also increases a person's chances to get lung cancer. Also, genetics and past lung illnesses can lead to the development of this type of cancer. The cure for lung cancer is not finalized, and remains an epidemic.

Adapted from <https://academichelp.net/samples/academics/essays/cause-effect/lung-cancer.html> retrieved on April 27th, 2018

Read the passage on pages 220-221 and summarise it in 80 words pointing out causes of lung cancer.

8.6.4. Essay writing

Write an essay of around 350 words on one of the following topics:

1. Should student's textbooks be replaced by notebook computers?
2. Should money be spent on space exploration?

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